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ABSTRACT

The second in a series, this report examines and describes (1) the overall composition of enrollments and (2) the distribution of academic and demographic characteristics of all students enrolled in U.S. medical schools in 1975-76. All data were derived from the Applicant System and the Student Record System, which are subsystems of the computerized AAMC Medical Student Information System (MSIS). Data are provided on enrollment categories (total, by school, by state, by sex), academic background, demographic information, socioeconomic background, career plans prior to admission, and advanced standing admissions. (LBH)

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DESCRIPTIVE STUDY OF ENROLLED MEDICAL STUDENTS

1975—76

FINAL REPORT

Association of American Medical Colleges
One Dupont Circle, N.W., Washington, DC 20036

US DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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DESCRIPTIVE STUDY OF ENROLLED MEDICAL STUDENTS 1975-76

W. F. DUBÉ

FINAL REPORT

DIVISION OF STUDENT STUDIES

ASSOCIATION OF AMERICAN MEDICAL COLLEGES

MAY 1977

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Executive Summary

This study for 1975-76 is the second in a series of Descriptive Studies of Enrolled Medical Students sponsored by the Bureau of Health Manpower, Department of Health, Education and Welfare. Although the present report replicates the general approach to the data presentation utilized previously, its depth and scope surpass the earlier version.

Purpose

This analysis was concerned specifically with examining and describing: (1) the overall composition of enrollments and (2) the distribution of academic and demographic characteristics of all students enrolled in U.S. medical schools in 1975-76.

Methodology

All data for this study were derived from the Applicant System and the Student Record System, which are subsystems of the computerized AAMC Medical Student Information System (MSIS). The information stored in these automated files is based on data elements extracted from application action reports, matriculation forms, change of status forms, and graduate reports submitted by medical schools. Most variables were tabulated for two major types of distributions: (1) class level (first, intermediate, and final years) and sex, and (2) source of control of medical school and sex.

Major Findings

Enrollments

1. Three schools (Illinois, Indiana, and Wayne State) enrolled more than 1,000 students each, but the majority (61 percent) of the nation's 114 medical schools enrolled from 400 to 800 students each. Of a total medical school population of 55,983, 57 percent were at 66 public schools and 43 percent at 48 private schools. By class level, 27 percent were first-year,

49 percent were intermediate-year, and 24 percent were final-year students.

2. Schools in eight states, led by New York, Pennsylvania, and California, accounted for 49 percent of all medical student enrollments.

3. The proportion of women medical students was greater at private (22 percent) than at public schools (19 percent). Class proportions of women students increased from senior to freshman year (from 16 to 24 percent), as did the number of medical schools enrolling from 20 to 30 percent women, which rose from 27 to 66.

Academic Background

4. Over 90 percent of all students had completed college prior to entering medical school; of these, 6 percent had master's degrees and 2 percent held doctorates.

5. The mean total undergraduate GPA for all students at both public and private schools was 3.41. The mean GPA of first-year students (3.47) surpassed that of final-year students (3.31) by .16; and mean MCAT scores were higher for freshmen than for seniors in three of the four subtests: Science (616 versus 582), Verbal (575 versus 566), and Quantitative (620 versus 617).

Demographic Information

6. Fifteen percent of the total medical school population described themselves as other than Caucasian. Nearly half this group comprised black students.

7. By state of residence, 47 percent of all students came from seven states: New York, California, Pennsylvania, Illinois, Texas, Michigan, and Ohio.

8. Less than two percent of all medical students were non-U.S. citizens who were mainly from Asia, the Caribbean, and Africa.

Socioeconomic Background

9. When they took the MCAT, more than two-fifths (41 percent) of the freshmen reported previous year parental incomes above $20,000, in contrast to one-third of the seniors. Since most seniors took the MCAT in 1971 and most freshmen in 1974, the higher median parental income of freshmen ($19,520) than that of seniors ($15,010) was due in part to inflation. Women had somewhat lower parental income medians than men in both classes, but the difference was smaller for first-year students. Income medians for students at public schools ($16,320) were lower than for those at private schools ($18,760).

10. Two-thirds (66 percent) of all medical students reported fathers who were in the "Physician," "Other Health Occupation," or "Owner, Manager, Administrator" categories. Physician fathers averaged 14 percent at all class levels.

11. Fifty-five percent of the fathers and 38 percent of the mothers had "Completed College" or "Graduate or Professional" education. More private than public school students had parents with "Graduate or Professional" backgrounds.

Preadmission Medical Career Plans

12. When they took the MCAT, more than four-fifths (82 percent) of all medical students selected as general career activity preferences "General/Primary Care Practice" (33 percent), "Specialty Practice" (28 percent), or "Combination of Specialty Practice and Research, Teaching" (21 percent). Notably, General/Primary Care Practice" increased in popularity from senior year (27 percent) to freshman year (38 percent) students.

13. Approximately 20 percent of all 1975-76 enrollees and 27 percent of the freshmen reported "Family Practice" as their intended area of specialization when they took the MCAT. The "Family Practice" option was not available on the MCAT questionnaire when most of the seniors took the test.

14. Of the nine Character of Medical Practice options, "Hospital-Based Group" practice was equally popular with freshmen (21 percent) and seniors (22 percent). Other choices of between 10 and 20 percent of the students in all classes were "Partnerships" (17), "Individual" practice (17), and "Private Group" practice (11).

Advanced Standing Admissions

15. Fewer than 800 (2 percent of the 1975-76 enrollees) entered their current medical schools with "Advanced Standing," and nearly half of these (363) were transfers from U.S. basic science schools or among U.S. degree-granting schools. The other half consisted almost entirely of transfers from foreign medical
243 schools (243) and from U.S. graduate schools (106). Fewer than 40 individuals had attended other professional schools, including schools of dentistry and osteopathy.

I. INTRODUCTION

The medical students of today represent the physicians of tomorrow, and this study was undertaken to learn as much as possible about the background of future physicians enrolled in U.S. medical schools in 1975-76. Therefore, this analysis is mainly concerned with examining and describing (1) the overall composition of the entire medical school population, and (2) the distribution of their various academic and demographic characteristics.

A forerunner in this area was the Descriptive Study of Enrolled Medical Students, 1974-75,* which focused on the composition of enrollments in that year. The original goals of that study included an investigation of a variety of background characteristics, but those goals were only partially achieved because of data limitations. For the present 1975-76 report, extensive data compilations were available, permitting a comprehensive analysis of the similarities and differences exhibited by U.S. medical students.

The general approach to the data analysis of the previous 1974-75 study was replicated for 1975-76 in presenting enrollment counts as well as background variables in two types of distributions: (1) by class level (first, intermediate, and final years), and (2) by control of medical school (public or private). The present study, however, offers considerably more detail than either the 1974-75 report or the aggregate enrollment counts and brief commentaries concerned with the 1975-76 academic year published in the form of Datagrams.** Other related references include a) the individual school enrollments in the introductory chapters of the annually revised AAMC

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* Prepared by AAMC Division of Student Studies under Contract No. 231-75-0007, DHEW Publication No. (HRA) 76-97, December 1975.

** Travis L. Gordon and W. F. Dubé, Medical Student Enrollment, 1971-72 through 1975-76 (Journal of Medical Education, 51:144-146, 1976).

Travis L. Gordon, Medical Student Enrollment, 1975-76 (Journal of Medical Education, 51:431-433, 1976).

Admission Requirements publication,* and b) a five-year comparison of women enrollments, with special emphasis on minority women, which presented national totals for 1971-72 versus 1975-76.**

This report was prepared by W. F. Dubé with contributions from Davis G. Johnson, Ph.D., Director, and Mary Frances Ackerman, Research Assistant, of the AAMC Division of Student Studies.

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* V. Wilson (Ed.), Medical School Admission Requirements, 1977-78, United States and Canada (Washington, D.C.: Association of American Medical Colleges, 1976).

** W. F. Dubé, Women Enrollment and Its Minority Component in U.S. Medical Schools (Journal of Medical Education, 51:691-693, 1976).

II. METHODOLOGY

A. Data Sources

1. Matriculation Blanks (Exhibit A)

For each student who is enrolled in a U.S. medical school, the Association of American Medical Colleges receives a Matriculation Blank that contains the following data elements: academic year in which student matriculated, name and code number of the medical school, name and social security number, date of birth, sex, legal residence, citizenship, visa classification, birthplace, student self-description (racial/ethnic), permanent mailing address, highest undergraduate or professional graduate degrees held, class matriculated for, entering academic year, date of attendance, expected graduation date, advanced standing status and name of school, transfer student status and name of school transferred from, and last academic year attended by reentering student.

2. Change of Status Forms (Exhibit B)

Any change of status affecting the progress of a medical student is reported by the medical school to the Association of American Medical Colleges. Identifying data elements include: Transfer--transfer to U.S. Medical school, transfer to educational program other than U.S. medical school; Separation or Withdrawal--deceased, withdrawal academic reasons, withdrawal financial reasons, withdrawal health reasons, withdrawal other reasons; Leave of Absence--leave of absence special studies or research, leave of absence financial reasons, leave of absence health reasons, leave of absence other reasons; Dismissal--dismissed academic reasons, dismissed non-academic reasons; and Change in Expected Graduation Date. (Similar data were reported on an earlier version of this form that was used prior to March, 1976.)

3. Medical School Graduate Reports (Exhibit C)

These reports are alphabetic listings of entire classes who received the M.D. degree and include the following data elements: name of each M.D. graduate, women students (identified by "F"), name of hospital providing graduate medical education, location of hospital (city and state), and date of appointment.

Space is provided on the form for identification of students who were registered as seniors but did not graduate prior to July 1. For these individuals, a probable date of issuance of M.D. degree is entered by the medical school.

4. Medical Student Information System (MSIS)

MSIS is part of the AAMC national data bank and comprises the following computerized subsystems:

a. Applicant System
   (1) American Medical College Application Service (AMCAS)
   (2) Application Action reports from non-AMCAS schools
   (3) Medical College Admission Test (MCAT) scores
   (4) MCAT Questionnaires
   (5) Undergraduate college grading systems
   (6) Standard code reference file (undergraduate college codes, county and country codes)

b. Student Record System
   (1) Master file containing matriculation reports on all students in U.S. medical schools whether admitted to the first year or to advanced standing.
   (2) Changes of status affecting students' progress, such as leaves of absence, transfers, withdrawals, dismissals, change of duration of program, reentries, etc.
   (3) Graduate file of all M.D. degree recipients and their first-year graduate medical education programs.

(4) Inactive file of students who discontinued medical studies.

MSIS is reviewed periodically by the Group on Student Affairs (GSA), Medical Student Information Systems Committee. This standing committee consists primarily of medical school admissions officers, student affairs officers, and registrars. A premedical advisor and a medical student also serve on the Committee.

The Student Record System of MSIS was the primary source for student counts related to both first-year and advanced standing matriculants. The applicant system of MSIS was the supplemental source for preadmission information on academic and demographic characteristics and on future medical career plans.

5. AAMC Curriculum Directory

This directory was consulted for special listings of "Schools with a Common Characteristic," such as basic or optional four-year and/or three-year programs, special programs combining premedical and medical school courses, and schools participating in the Coordinated Transfer Application System (COTRANS).

B. Major Study Variables

For each variable, student counts were tabulated by (1) class level (first, intermediate, and final years) and sex, and (2) control of school (public/private) and sex. Both types of summaries also provided calculations for differences between (1) first-year and final-year classes, and (2) public and private schools.

1. Enrollment Totals

National counts of medical students who were enrolled in 1975-76 were tabulated for each of the 114 medical schools by sex and by state of location of medical school. Separate control totals were provided for AMCAS schools, public schools, and private schools.

2. Academic Background

For a description of preadmission academic characteristics, three major variables were selected from the Applicant System of MSIS: Highest degree held upon admission to medical school, mean scores from the Medical College Admission Test (MCAT), and mean undergraduate grade point averages.

3. Demographic Information

Data for this large group of personal and family background variables were derived from AMCAS applications and from MCAT questionnaires: self-description (racial/ethnic), state of legal residence, citizenship, parental income (as reported for the year prior to completion of the MCAT quesionnaire), father's occupation, father's education, and mother's education.

4. Preadmission Career Plans

Future medical career preferences, as envisioned at the time the MCAT questionnaire was completed, yielded the following variables:

a. General Career Activity (e.g. "General Practice" versus "Specialty Practice")
b. Specialization Plans ("Pediatrics," "Surgery," etc.)
c. Character of Medical Practice ("Individual," "Group," etc.)

5. Advanced Standing Admissions

Admissions to advanced standing were tabulated (from matriculation blanks) by five major types of prior educational experience: graduate school, dental school, osteopathic medical school, foreign medical school, and other professional school.

C. Production of Tables

The summary tables containing cross-tabulations, percentages, and calculations of differences between (1) first-year classes versus final-year classes (where appropriate), and (2) public versus private schools were produced by computer programs written specifically for the enrolled student study.

Tables showing degrees held, mean MCAT scores, undergraduate grade point averages, letter grades, and advanced standing admissions were also produced by programs designed for this study.

Tables were also prepared manually for selected data elements. In the interest of clarity of data presentation, citizenship data by country, for example, were summarized into major geographic areas to avoid masses of zeros or small totals.

D. Statistical Analysis

In addition to the summary statistics shown in the tables, several statistical tests were employed to determine whether or not observed differences in the data occurred by chance.

Chi-square (χ^2) statistics are given at the bottom of selected tables for estimates of chance occurrences of relationships in cross-tabulated data. For an evaluation of the significant differences between two mean scores, a t statistic was used. Each of these two significance tests establishes estimates of probability (p) that are useful for determining whether or not observed differences occurred by chance.

E. Limitations of Study

Interpretations of the data and conclusions drawn are affected mainly by (1) the lack of clear-cut demarcations for student counts by class level, and (2) the nonavailability of some academic and demographic background data.

1. There were no difficulties with enrollment totals for the freshman class. For the determination of

totals for intermediate class levels and the final year, however, a variety of problems were encountered. These problems were mainly caused by the "length of program options" available to students who may change from three-year to four-year M.D. programs (or the reverse) or may join such multiple degree programs as M.D./Ph.D., M.D./M.S. or M.D./M.A. at various times.

In the 1975-76 academic year, only 22 medical schools offered both three year and four year program options, but the past availability of these options at a larger number of medical schools (39 in 1974-75 and 30 in 1973-74)* had an impact on intermediate and final-year counts. In order to obtain the most current totals for this study, class rosters by "year of expected graduation" were generated for name-by-name verification by medical school staff.

Nonetheless, the enrollment totals provided in this study cannot be expected to precisely match aggregate student totals that were gathered through institutional surveys and published elsewhere.** To illustrate this problem, comparable figures from this study and from traditional institutional surveys are summarized below:

Number of Students	Study of Enrolled Students	AAMC Fall Enrollment Questionnaire	AAMC-AMA Liaison Committee Questionnaire
	(1)	(2)	(3)
First Year	15,318	15,295	15,351
Intermediate Years	27,318	27,053	27,332
Final Year	13,347	13,470	13,561
Total	55,983	55,818	56,244

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* Association of American Medical Colleges, AAMC Curriculum Directory (Washington, D.C.: Association of American Medical Colleges, published annually).

** American Medical Association, Medical Education in the United States, 1975-76 (JAMA, 236:3064-3066, 1976); T. L. Gordon and W. F. Dubé (see footnote, p. 1); T. L. Gordon (see footnote, p. 1); V. Wilson (see footnote, p. 2); W. F. Dubé (see footnote, p. 2).

One determining factor for any enrollment count is the point in time when a data-gathering instrument was completed by medical school staff. An attempt was made to verify the enrollments reported in this study on a name-by-name basis as of December 1976.

2. In some of the tables on background characteristics, sizable "No Response" totals are evident. Certain data elements were not available for all students because the students were unwilling to complete optional data entries or because they did not participate in AMCAS.

   For individuals who had their applications to medical school processed by AMCAS, complete academic and demographic background information, excepting optional items, was available. Non-AMCAS applicants, on the other hand, had their applications processed only by medical school staff, which precluded AAMC access to grade point averages, for example. The absence of academic and demographic background characteristics for some seniors and for some of the intermediate level students largely reflects a variety of data retrieval problems encountered for earlier entering years.

Some problems were also encountered with racial/ethnic data. Counts by self-description had to be grouped by "Black," "Indian," "White/Caucasian," "Oriental," "Hispanic," and "Other" in order to accommodate a variety of changes in self-description options on MCAT Questionnaires of different years. From 1969 through 1971 the "Puerto Rican" category, for example, made no distinction between "Mainland Puerto Ricans" and "Commonwealth Puerto Ricans." In 1972, this category was assigned to "Mainland Puerto Ricans" but excluded "Commonwealth Puerto Ricans." Since 1973, both Puerto Rican categories were provided on MCAT questionnaires. As a result, separate counts for underrepresented minorities (i.e. black Americans, American Indians, Mexican Americans, and Mainland Puerto Ricans) could not be produced. In addition, self-description options on the earlier MCAT questionnaires made no distinction in citizenship and therefore include non-U.S. students. Thus no differentiation was possible between U.S. and non-U.S. blacks.

Because of the above problem of incompatability of the data base for first and final-year students, differences between these two classes are not reported for some variables (e.g. self-description and career plans).

Finally, it should be recognized that differences between the number of students with various characteristics in the first and final-year classes are due in part to a difference in entering class size. Specifically, the 1975-76 first-year class was approximately 12 percent larger than its 1972-73 counterpart, which constituted the vast majority of the 1975-76 final-year class. Women entrants, however, rose from 17 percent in 1972-73 to 24 percent in 1975-76, while black Americans stabilized at approximately 7 percent.

For most variables, attrition is not a significant problem. In comparing 1975-76 first and final-year students, the extremely low overall dropout rate (of approximately 5 percent) is counterbalanced in large part by admission to advanced standing from other degree programs and from foreign medical schools. In the case of a few variables, however, such as sex and race, differential attrition rates could be a factor. For example, of those medical students admitted in 1973-74, rates of retention (i.e. still in school or graduated as of June 1976) were 99 percent for men, 96 percent for women, and 87 percent for Afro-Americans.*

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* American Medical Association (see footnote, p. 8).

III. RESULTS AND DISCUSSION

The major purpose of this study was to examine and describe characteristics shared by U.S. medical students in 1975-76 and to determine and evaluate proportional differences in these characteristics between (1) first-year versus final-year students and (2) public versus private school students. The overall analysis was divided into the following major areas:

1. Enrollments by individual school, by control of medical school, by state of location of schools, and by first-year versus final-year and sex.
2. Academic Ability levels as measured by MCAT scores and by undergraduate grade point averages.
3. Demographic information related to self-description, state of residence, and citizenship.
4. Socioeconomic characteristics as applicable to men versus women medical students.
5. Pre-admission Medical Career Plans expressing preferences envisioned at the time the MCAT was taken.
6. Advanced Standing Admissions on the basis of credits from other professional schools or from foreign medical schools.

For tables containing sizable "No Response" totals for intermediate and senior students, the percentages were recomputed against totals that excluded the "No Response" category.

A. Enrollments, 1975-76

1. Totals by Medical School and Class Level

In the 1975-76 academic year, 55,983 students were enrolled in the nation's 114 medical schools (Table 1). Individual school totals ranged from less than 100 for two basic medical science schools (Minnesota-Duluth and Nevada) to more than 1,000 for two multi-campus schools (Illinois, 1,231, and Indiana, 1,212) and for one single-campus school (Wayne State, 1,026).

TABLE 1

Distribution of Medical Students by School Enrollment, Sex, and Medical School Class Level, 1975-76*

NAME OF SCHOOL (BY STATE OR TERRITORY)†	ALL CLASSES				CLASS LEVEL						DIFFERENCE BETWEEN FIRST & FINAL YEAR	
					First Year		Intermediate Years		Final Year			
	Men	Women	Total‡	Percent Women	Men / Women	Total‡	Men / Women	Total	Men / Women	Total	Number (Col. 7 less Col. 11)	Percent (Col. 12 ÷ Col. 11)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
TOTALS	44,435	11,448	55,983	20.4	11,613 / 3,605	15,318	21,639 / 5,679	27,318	11,183 / 2,164	13,347	1,971	14.8
*Alabama--Birmingham	368	80	448	17.9	114 / 32	146	162 / 33	195	92 / 15	107	39	36.4
*South Alabama	181	34	215	15.8	60 / 7	67	99 / 26	125	22 / 1	23	44	191.3
*Arizona	182	74	256	28.9	49 / 31	80	77 / 29	106	56 / 14	70	10	14.3
*Arkansas	417	74	491	15.1	95 / 30	125	208 / 38	246	114 / 6	120	5	4.2
*California--Davis	296	118	414	28.5	74 / 29	103	149 / 55	204	73 / 34	107	-4	-3.7
*California--Irvine	228	58	286	20.3	57 / 13	70	123 / 33	156	48 / 12	60	10	16.7
*California--Los Angeles	505	114	619	18.4	108 / 39	147	258 / 52	310	139 / 23	162	-15	-9.3
*California--San Diego	265	56	321	17.4	87 / 12	99	130 / 28	158	48 / 16	64	35	54.7
*California--San Francisco	429	192	621	30.9	99 / 64	163	208 / 93	301	122 / 35	157	6	3.8
Loma Linda	457	106	563	18.8	127 / 40	167	256 / 57	313	74 / 9	83	84	101.2
Southern California	419	100	519	19.3	120 / 19	139	213 / 57	270	86 / 24	110	29	26.4

TABLE 1 (Continued)

NAME OF SCHOOL (BY STATE OR TERRITORY)†	ALL CLASSES				CLASS LEVEL						DIFFERENCE BETWEEN FIRST & FINAL YEAR	
					First Year		Intermediate Years		Final Year		Number	Percent
	Men	Women	Total‡	Percent Women	Men / Women	Total‡	Men / Women	Total	Men / Women	Total	(Col. 7 less Col. 11)	(Col. 12 ÷ Col. 11)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Stanford	287	103	390	26.4	59/26	85	160/58	218	68/19	87	-2	-2.3
*Colorado	407	124	531	23.4	96/31	127	201/70	271	110/23	133	-6	-4.5
*Connecticut	211	62	273	22.7	59/24	83	100/29	129	52/9	61	22	36.1
Yale	315	105	420	25.0	73/29	102	165/60	225	77/16	93	9	9.7
George Washington	435	133	568	23.4	106/44	150	214/67	281	115/22	137	13	9.5
Georgetown	670	138	808	17.1	168/39	207	333/68	401	169/31	200	7	3.5
Howard	333	148	481	30.8	96/42	138	143/79	222	94/27	121	17	14.0
*Florida**	346	81	427	19.0	112/31	144	161/38	199	73/12	85	59	69.4
Miami	490	80	570	14.0	108/23	131	219/37	256	163/20	183	-52	-28.4
*South Florida	146	28	174	16.1	63/11	74	56/11	67	27/6	33	41	124.2
Emory	370	74	444	16.7	80/30	110	197/28	225	93/16	109	1	0.9
*Medical College of Georgia	578	116	694	16.7	143/46	189	288/48	336	147/22	169	20	11.8
*Hawaii	214	60	274	21.9	60/25	85	106/28	134	48/7	55	30	54.5
Chicago Medical	345	53	398	13.3	81/29	110	104/12	116	160/12	172	-62	-36.0

TABLE 1 (Continued)

NAME OF SCHOOL (BY STATE OR TERRITORY)+	ALL CLASSES				CLASS LEVEL						DIFFERENCE BETWEEN FIRST & FINAL YEAR	
					First Year		Intermediate Years		Final Year			
	Men	Women	Total‡	Percent Women	Men / Women	Total‡	Men / Women	Total	Men / Women	Total	Number (Col. 7 less Col. 11)	Percent (Col. 12 ÷ Col. 11)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Chicago--Pritzker	362	76	438	17.4	86/18	104	163/40	203	113/18	131	-27	-20.6
**Illinois*	1,016	215	1,231	17.5	268/76	344	506/98	604	242/41	283	61	21.6
Loyola (Stritch)	318	89	407	21.9	100/32	132	119/31	150	99/26	125	7	5.6
Northwestern	550	152	702	21.7	127/43	170	285/72	357	138/37	175	-5	-2.9
Rush	250	85	335	25.4	79/33	112	134/35	169	37/17	54	58	107.4
**Southern Illinois*	148	23	171	13.5	60/9	69	50/9	59	38/5	43	26	60.5
**Indiana*	1,013	199	1,212	16.4	264/54	318	510/116	626	239/29	268	50	18.7
**Iowa*	570	116	687	16.9	147/35	183	297/56	353	126/25	151	32	21.2
**Kansas*	468	88	556	15.8	174/27	201	156/44	200	138/17	155	46	29.7
**Kentucky*	351	89	440	20.2	90/26	116	177/46	223	84/17	101	15	14.9
**Louisville*	447	100	547	18.3	107/31	138	220/55	275	120/14	134	4	3.0
**Louisiana State --New Orleans*	528	109	637	17.1	137/38	175	238/48	286	153/23	176	-1	-0.6
**Louisiana State --Shreveport*	203	27	230	11.7	83/16	99	82/8	90	38/3	41	58	141.5
Tulane	492	103	595	17.3	117/33	150	252/46	298	123/24	147	3	2.0

TABLE 1 (Continued)

NAME OF SCHOOL (BY STATE OR TERRITORY)+	ALL CLASSES				CLASS LEVEL						DIFFERENCE BETWEEN FIRST & FINAL YEAR	
					First Year		Intermediate Years		Final Year		Number	Percent
(1)	Men (2)	Women (3)	Total‡ (4)	Percent Women (5)	Men / Women (6)	Total‡ (7)	Men / Women (8)	Total (9)	Men / Women (10)	Total (11)	(Col. 7 less Col. 11) (12)	(Col. 12 ÷ Col. 11) (13)
Johns Hopkins	377	83	489	17.0	76/19	124	197/41	238	104/23	127	-3	-2.4
*Maryland	532	147	679	21.6	131/41	172	268/83	351	133/23	156	16	10.3
Boston	393	145	539	26.9	93/42	136	206/72	278	94/31	125	11	8.8
Hebrard	482	201	684	29.4	105/58	164	231/102	333	146/41	187	-23	-12.3
*Massachusetts	176	55	231	23.8	76/25	101	81/24	105	19/6	25	76	304.0
Tufts	436	179	615	29.1	98/51	149	227/88	315	111/40	151	-2	-1.3
*Michigan	772	225	948	23.7	173/67	241	369/115	484	180/43	223	18	8.1
*Michigan State	258	141	399	35.3	65/43	108	130/74	204	63/24	87	21	24.1
*Wayne State	852	174	1,026	17.0	201/57	258	448/82	530	203/35	238	20	8.4
Mayo	129	32	161	19.9	30/10	40	65/16	81	34/6	40	0	0.0
*Minnesota--Duluth	38	5	43	11.6	32/4	36	6/1	7	0/0	0	††	††
*Minnesota--Minneapolis	817	173	990	17.5	201/50	251	416/87	503	200/36	236	15	6.4
*Mississippi	456	81	537	15.1	123/28	151	229/43	272	104/10	114	37	32.5
*Missouri--Columbia	366	83	449	18.5	94/27	121	189/39	228	83/17	100	21	21.0

TABLE 1 (Continued)

NAME OF SCHOOL (BY STATE OR TERRITORY)†	ALL CLASSES				CLASS LEVEL						DIFFERENCE BETWEEN FIRST & FINAL YEAR	
					First Year		Intermediate Years		Final Year		Number	Percent
(1)	Men (2)	Women (3)	Total† (4)	Percent Women (5)	Men / Women (6)	Total† (7)	Men / Women (8)	Total (9)	Men / Women (10)	Total (11)	(Col. 7 less Col. 11) (12)	(Col. 12 ÷ Col. 11) (13)
*Missouri--Kansas City	107	37	200	18.5	3/2	61	80/32	112	24/3	27	34	125.9
St. Louis	525	88	613	14.4	138/27	165	259/53	312	128/8	136	29	21.3
Washington --St. Louis	420	115	535	21.5	98/25	123	208/63	271	114/27	141	-18	-12.8
Creighton	395	52	447	11.6	100/12	112	194/28	222	101/12	113	-1	-0.9
*Nebraska	401	69	470	14.7	124/23	147	148/31	179	129/15	144	3	2.1
*Nevada	56	14	70	20.0	39/9	48	17/5	22	0/0	0	††	††
Dartmouth	130	42	172	24.4	47/16	63	51/17	68	32/9	41	22	53.7
*New Jersey Medical	368	113	481	23.5	79/29	108	186/57	243	103/27	130	-22	-16.9
*Rutgers	189	89	278	32.0	71/37	108	80/36	116	38/16	54	54	100.0
*New Mexico	219	72	291	24.7	65/17	82	102/39	141	52/16	68	14	20.6
Albany	361	93	454	20.5	82/27	109	182/50	232	97/16	113	-4	-3.5
Albert Einstein	458	171	629	27.2	129/55	184	204/73	277	125/43	168	16	9.5
Columbia	426	170	596	28.6	102/52	154	212/89	301	111/29	140	14	10.0
Cornell	318	101	419	24.1	76/27	103	152/55	207	90/19	109	-6	-5.5

TABLE 1 (Continued)

NAME OF SCHOOL (BY STATE OR TERRITORY)+	ALL CLASSES				CLASS LEVEL						DIFFERENCE BETWEEN FIRST & FINAL YEAR	
					First Year		Intermediate Years		Final Year		Number (Col. 7 less Col. 11)	Percent (Col. 12 ÷ Col. 11)
	Men	Women	Total‡	Percent Women	Men / Women	Total‡	Men / Women	Total	Men / Women	Total		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Mount Sinai	227	69	296	23.3	64/18	82	107/33	140	56/18	74	8	10.8
New York Medical	568	167	735	22.7	137/59	196	267/77	344	164/31	195	1	0.5
New York University	535	154	689	22.4	121/51	172	287/72	359	127/31	158	14	8.9
Rochester	321	80	402	19.9	71/28	100	163/42	205	87/10	97	3	3.1
*State University of New York--Buffalo	410	140	550	25.5	94/46	140	212/60	272	104/34	138	2	1.4
*State University of New York--Downstate	701	182	883	20.6	164/55	219	344/104	448	193/23	216	3	1.4
*State University of New York--Stony Brook	72	63	136	46.3	23/23	47	26/28	54	23/12	35	12	34.3
*State University of New York--Upstate	372	107	479	22.3	84/36	120	191/50	241	97/21	118	2	1.7
Bowman Gray	305	63	368	17.1	79/22	101	147/35	182	79/6	85	16	18.8
Duke	373	113	486	23.3	84/34	118	196/65	261	93/14	107	11	10.3
*North Carolina	398	107	505	21.2	110/30	140	192/52	244	96/25	121	19	15.7
*North Dakota	178	28	206	13.6	57/12	69	81/14	95	40/2	42	27	64.3
Case Western Reserve	437	145	582	24.9	103/42	145	217/75	292	117/28	145	0	0.0
*Cincinnati	519	113	632	17.9	153/44	197	265/56	321	101/13	114	83	72.8

TABLE 1 (Continued)

NAME OF SCHOOL (BY STATE OR TERRITORY)*	ALL CLASSES				CLASS LEVEL						DIFFERENCE BETWEEN FIRST & FINAL YEAR	
					First Year		Intermediate Years		Final Year		Number (Col. 7 less Col. 11)	Percent (Col. 12 ÷ Col. 11)
(1)	Men (2)	Women (3)	Total‡ (4)	Percent Women (5)	Men / Women (6)	Total‡ (7)	Men / Women (8)	Total (9)	Men / Women (10)	Total (11)	(12)	(13)
*Medical College of Ohio--Toledo	187	57	244	23.4	70/24	94	64/21	85	53/12	65	29	44.6
*Ohio State	598	120	718	16.7	185/40	225	253/56	309	160/24	184	41	22.3
*Oklahoma	528	87	615	14.1	146/22	168	268/42	310	114/23	137	31	22.6
*Oregon	387	79	466	17.0	93/24	117	195/41	236	99/14	113	4	3.5
Hahnemann	554	123	677	18.2	143/37	180	274/62	336	137/24	161	19	11.8
Jefferson	740	153	893	17.1	182/47	229	369/78	447	189/28	217	12	5.5
Medical College of Pennsylvania	138	256	394	65.0	40/67	107	59/133	192	39/56	95	12	12.6
Pennsylvania	499	157	656	23.9	117/44	161	250/87	337	132/26	158	3	1.9
Pennsylvania State	288	75	363	20.7	78/24	102	146/34	180	64/17	81	21	25.9
Pittsburgh	426	119	545	21.8	101/35	136	215/61	276	110/23	133	3	2.3
Temple	586	145	734	19.8	158/40	201	273/77	350	155/28	183	18	9.8
Brown	183	65	248	26.2	42/21	63	96/30	125	46/14	60	3	5.0
*South Carolina	567	88	655	13.4	157/33	190	275/41	316	135/14	149	41	27.5
*South Dakota	136	27	163	16.6	50/15	65	86/12	98	0/0	0	++	++

TABLE 1 (Continued)

NAME OF SCHOOL (BY STATE OR TERRITORY)†	ALL CLASSES				CLASS LEVEL						DIFFERENCE BETWEEN FIRST & FINAL YEAR	
					First Year		Intermediate Years		Final Year			
	Men	Women	Total‡	Percent Women	Men / Women	Total‡	Men / Women	Total	Men / Women	Total	Number (Col. 7 less Col. 11)	Percent (Col. 12 ÷ Col. 11)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Meharry	312	115	431	26.7	85/29	118	161/63	224	66/23	89	29	32.6
*Tennessee	627	102	729	14.0	178/34	212	272/40	312	177/28	205	7	3.4
*Vanderbilt	294	48	342	14.0	67/19	86	146/23	169	81/6	87	-1	-1.1
Baylor	481	117	598	19.6	132/38	170	208/51	259	141/28	169	1	0.6
*Texas--Galveston	631	152	783	19.4	164/47	211	313/81	394	154/24	178	33	18.5
*Texas--Houston	139	30	170	17.6	48/16	65	54/7	61	37/7	44	21	47.7
*Texas--San Antonio	410	93	503	18.5	102/31	133	202/44	246	106/18	124	9	7.3
*Texas--Southwestern	596	94	690	13.6	169/33	202	305/45	350	122/16	138	64	46.4
*Texas Tech.	105	28	133	21.1	38/6	44	31/15	46	36/7	43	1	2.3
*Utah	351	48	399	12.0	88/14	102	167/30	197	96/4	100	2	2.0
*Vermont	269	66	335	19.7	68/19	87	133/39	172	68/8	76	11	14.5
Eastern Virginia	86	27	113	23.9	34/14	48	33/9	42	19/4	23	25	108.7
*Medical College of Virginia	500	110	610	18.0	132/37	169	250/48	298	118/25	143	26	18.2
*Virginia	425	78	503	15.5	106/30	136	196/40	236	123/8	131	5	3.8

TABLE 1 (Continued)

NAME OF SCHOOL (BY STATE OR TERRITORY)+	ALL CLASSES				CLASS LEVEL						DIFFERENCE BETWEEN FIRST & FINAL YEAR	
					First Year		Intermediate Years		Final Year		Number	Percent
(1)	Men (2)	Women (3)	Total‡ (4)	Percent Women (5)	Men / Women (6)	Total‡ (7)	Men / Women (8)	Total (9)	Men / Women (10)	Total (11)	(Col. 7 less Col. 11) (12)	(Col. 12 ÷ Col. 11) (13)
*Washington	437	131	568	23.1	129 / 51	180	222 / 60	282	86 / 20	106	74	69.8
*West Virginia	289	50	339	14.7	69 / 17	86	147 / 24	171	73 / 9	82	4	4.9
Medical College of Wisconsin	410	71	481	14.8	102 / 23	125	197 / 37	234	111 / 11	122	3	2.5
Wisconsin	487	137	624	22.0	127 / 33	160	248 / 81	329	112 / 23	135	25	18.5
*Puerto Rico	337	137	474	28.9	85 / 44	129	165 / 67	232	87 / 26	113	16	14.2

Subtotals by Control	Total Enrollment
Private Schools (N=48)	31,960
Public Schools (N=66)	24,023

* As detailed in the "Limitations" section, these figures do not precisely match aggregate figures gathered through institutional surveys and published elsewhere.

+ Asterisks identify schools that are publicly controlled. Those schools that participated in the American Medical College Application Service (AMCAS) are italicized. Schools are listed alphabetically by state.

‡ Totals include 100 students not identified by gender.

§ Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

** Includes Florida State - Florida A & M Program in Medical Sciences.

++ Differences not shown because these three schools had no M.D. graduates in 1975-76.

Of the remaining schools, five enrolled from 800 to 1,000 students each (Georgetown, 808; University of Michigan, 948; Minnesota, 990; SUNY-Downstate, 883; and Thomas Jefferson, 893), but 69 (61 percent of all medical schools) had total enrollments from 402 (Rochester) through 783 (Texas-Galveston). Twenty-six schools enrolled from 200 (Missouri-Kansas City) through 399 (Utah and Michigan State) students each, while 9 schools showed totals from 113 (East Virginia) through 174 (Southern Florida) each.

By class level, 27 percent of the 1975-76 enrollees were in their first-year, 49 percent were in their intermediate years, and the remaining 24 percent were in their final-year of medical school. A percentage distribution by sex showed similar results for enrollments of men. Of all women students, however, 32 percent were in the first-year, 50 percent in the intermediate years, and 19 percent in the final-year.

2. Totals by Control of School and Sex

Enrollments by source of control of medical schools showed 31,960 students (57 percent) at 66 publicly controlled schools and 24,023 students (43 percent) at 48 privately controlled schools. Thus, public schools had 33 percent more students than the private schools. Of the 11,448 women medical students (20.4 percent of all students), 6,169 (54 percent) attended public schools and 5,279 (46 percent) were at private schools. Women accounted for 19 percent of all public school students and for 22 percent of all private school students (Table 2).

TABLE 2

Distribution of Medical Students by Sex

And Control of Medical School, 1975-76

SEX	All Schools N=114		Public Schools N=66		Private Schools N=48		Difference Between Public and Private	
	Number	Percent	Number	Percent	Number	Percent	Number (Col. 4-6)	Percent (Col. 8/6)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	55,983	100.0	31,960	100.0	24,023	100.0	7,937	33.0
Men	44,435	79.4	25,730	80.5	13,705	77.9	7,025	37.6
Women	11,448	20.4	6,169	19.3	5,279	22.0	890	16.9
No Response	100	.2	61	.2	39	.1	22	---

3. Totals by State of Location of Medical School

Enrollments of medical students for states and areas with medical schools* ranged from less than 100 for one school in Nevada to more than 6,000 for 12 schools in New York. (Table 3). Besides New York, seven states showed totals above 2,000: Pennsylvania (7 schools), 4,262; California (8 schools), 3,733; Illinois (7 schools), 3,682; Texas (6 schools), 2,877; Michigan (3 schools), 2,373; Ohio (4 schools), 2,176, and Massachusetts (4 schools), 2,069.

An additional 11 states and the District of Columbia enrolled between 1,000 and 2,000 medical students each (Missouri, Tennessee, Louisiana, North Carolina, Virginia, Indiana, Minnesota, Florida, Maryland, Georgia, and Wisconsin). Of the states enrolling more than 1,000 medical students each, all but Indiana (multi-campus) had more than one medical school. Nearly 1,000 medical students were enrolled in Kentucky (2 schools--987) and Nebraska (2 schools--917).

Ten states had fewer than 800 but more than 500 medical students (New Jersey, Connecticut, Iowa, Alabama, South Carolina, Oregon, Washington, Kansas, Mississippi, Colorado). Twelve states and Puerto Rico showed enrollments from 163 (South Dakota) to 491 (Arkansas). Of the states with fewer than 800 medical students, all but three had only one school each. The exceptions were New Jersey, Connecticut, and Alabama, each of which had two medical schools.

4. Totals by First Year versus Final Year and Sex

In comparing the total of the freshman class with that of the senior class, one finds a difference of nearly 2,000 (14.8 percent) in favor of the freshmen (Table 1). Since the composition of this

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* Six states had no medical schools in 1975-76: Alaska, Delaware, Idaho, Maine, Montana, and Wyoming.

TABLE 3

Distribution of Medical Students by State of Location of Medical School

And Class Level, 1975-76*

No. of Medical Schools	State	First Year	Intermediate Years	Final Year	Total
2	Alabama	213	320	130	663
1	Arizona	80	106	70	256
1	Arkansas	125	246	120	491
8	California	973	1,930	830	3,733
1	Colorado	127	271	133	531
2	Connecticut	185	354	154	693
3	D.C.	495	904	458	1,857
3	Florida	349	522	301	1,172
2	Georgia	299	561	278	1,138
1	Hawaii	85	134	55	274
7	Illinois	1,041	1,658	983	3,682
1	Indiana	318	626	268	1,212
1	Iowa	183	353	151	687
1	Kansas	201	200	155	556
2	Kentucky	254	498	235	987
3	Louisiana	424	674	364	1,462
2	Maryland	296	589	283	1,168
4	Massachusetts	550	1,031	488	2,069
3	Michigan	607	1,218	548	2,373
3	Minnesota	327	591	276	1,194
1	Mississippi	151	272	114	537
4	Missouri	470	923	404	1,797
2	Nebraska	259	401	257	917
1	Nevada	48	22	0	70
1	New Hampshire	63	68	41	172

* As detailed in the "Limitations" section, these figures do not precisely match aggregate figures gathered through institutional surveys and published elsewhere.

(Table 3 continued)

No. of Medical Schools	State	First Year	Intermediate Years	Final Year	Total
2	New Jersey	216	359	184	759
1	New Mexico	82	141	68	291
12	New York	1,626	3,080	1,561	6,267
3	North Carolina	359	687	313	1,359
1	North Dakota	69	95	42	206
4	Ohio	661	1,007	508	2,176
1	Oklahoma	168	310	137	615
1	Oregon	117	236	113	466
7	Pennsylvania	1,116	2,118	1,028	4,262
1	Rhode Island	63	125	60	248
1	South Carolina	190	316	149	655
1	South Dakota	65	98	0	163
3	Tennessee	416	705	381	1,502
6	Texas	825	1,356	696	2,877
1	Utah	102	197	100	399
1	Vermont	87	172	76	335
3	Virginia	353	576	297	1,226
1	Washington	180	282	106	568
1	West Virginia	86	171	82	339
2	Wisconsin	285	563	257	1,105
1	Puerto Rico	129	232	113	474
114	Total†	15,318	27,318	13,347	55,983

† Totals include 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

difference comprised 430 men and 1,441 women,* it is evident that first-year women students (by 66.6 percent) increased much more rapidly than first-year men (3.8). Computed as a proportion of each class total, women accounted for 23.5 percent of all freshmen and for 16.2 percent of all seniors.

These dramatic changes in the totals of women medical students are also illustrated by the variations in the distribution of U.S. medical schools by percent of women enrolled (Table 4).** For example, there were 66 schools with 20 to 29.9 percent women in the first year but only 27 schools with that many women in the final year. Moreover, the number of schools with 30 to 39.9 percent women students increased from 3 for seniors to 19 for freshmen.

TABLE 4

Distribution of U.S. Medical Schools by

Percent of Women Enrollments, 1975-76

Class Year	Total Number of Medical Schools	Less Than 10%	10 - 19.9%	20 - 29.9%	30 - 39.9%	40% or more
		Number of Medical Schools				
First Year	114	-	27	66	19	2
Final Year	111*	13	67	27	3	1
All Years	114	-	59	49	4	2

*Includes only those schools with M.D. graduates in 1975-76; therefore excludes Minnesota-Duluth, Nevada, and South Dakota.

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* Plus 100 unidentified by gender.

** W. F. Dubé (see footnote, p. 2).

B. Academic Background

1. Highest Degree Held Upon Admission

Of the total medical school population, more than 90 percent had received at least a bachelor's degree prior to commencing medical studies (Table 5). Most held bachelor's degrees, but about 6 percent had master's degrees, and 2 percent had doctorates. The remaining less than 10 percent held no college degree when they entered medical school. The distribution by class level of degrees held had to be omitted because of data limitations for students who entered medical school several years ago.

A comparison of degrees held by control of school established nearly identical proportions for the three major categories of degrees for both public and private schools. Moreover, there were only small (less than one percent) differences in the proportions of men and women with bachelor's degrees. Concerning master's degrees, however, a higher proportion of women than men held a master's at both types of schools. Two percent of the men held doctoral degrees (mostly Ph.D.'s) at both public and private schools. A larger proportion of women at private schools (1.7 percent) held doctorates than did those at public schools (1.2 percent).

2. Mean MCAT Scores

The distribution of mean MCAT Scores of all enrolled students who had complete records (MCAT and GPA) is shown on Table 6. Mean scores recorded for all students were highest for the Quantitative (616) and for the Science (601) subtests, while Verbal Ability (569) and General Information (559) were somewhat lower. In keeping with previous

TABLE 5

Distribution of Medical Students by Highest Degree Held, Sex, and Control of Medical School, 1975-76

HIGHEST DEGREE HELD UPON ENTERING MEDICAL SCHOOL	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL	44,435	11,448	55,983	100.0	25,730	6,169	31,960	100.0	18,705	5,279	24,023	100.0	7,937	33.0
No Degree	1,777	328	2,105	4.1	1,077	198	1,275	4.4	700	130	830	3.7	445	53.6
B.A.	16,524	4,831	21,355	41.5	8,643	2,348	10,991	37.7	7,881	2,483	10,364	46.5	627	6.0
B.S.	17,717	3,905	21,626	42.0	10,790	2,318	13,110	44.9	6,927	1,587	8,516	38.2	4,594	53.9
Other Bachelors Degree	1,811	352	2,163	4.2	1,129	209	1,338	4.6	682	143	825	3.7	513	62.2
Subtotal Bachelors	36,052	9,088	45,144	87.7	20,562	4,875	25,439	87.2	15,490	4,213	19,705	88.4	5,734	29.1
M.S.	1,575	462	2,037	4.0	959	270	1,229	4.2	616	192	808	3.6	421	52.1
M.A.	565	357	922	1.8	333	193	526	1.8	232	164	396	1.8	130	32.8
Other Masters Degree	176	113	290	0.6	107	59	166	0.6	69	54	124	0.6	42	33.9
Subtotal Masters	2,316	932	3,249	6.3	1,399	522	1,921	6.6	917	410	1,328	6.0	593	44.7
Ph.D.	717	137	854	1.7	407	58	465	1.6	310	79	389	1.7	76	19.5
Other Doctoral Degree	107	12	119	0.2	70	8	78	0.3	37	4	41	0.2	37	90.2
Subtotal Doctorates	824	149	973	1.9	477	66	543	1.9	347	83	430	1.9	113	26.3
No Response	3,466	951	4,512	---	2,215	508	2,782	---	1,251	443	1,730	---	1,052	--

* Totals include 100 students not identified by gender: 61 at public schools and 39 at private schools.

+ "No Responses" were excluded from total in computing percentages

TABLE 6

Distribution of Medical Students by Mean MCAT Scores, Undergraduate GPA, Sex, and Medical School Class Level, 1975-76

MEAN MCAT SCORES AND U.G. GPA (1)	ALL CLASSES			FIRST YEAR			INTERMEDIATE YEARS			FINAL YEAR			DIFFERENCE BETWEEN FIRST AND FINAL YEAR
	Men (2)	Women (3)	Total (4)	Men (5)	Women (6)	Total (7)	Men (8)	Women (9)	Total (10)	Men (11)	Women (12)	Total (13)	(Col 7 less Col 13) (14)
						MEAN MCAT SCORES							
Verbal Ability	565	587	569	572	586	575	562	587	568	562	588	566	9
Quantitative Ability	621	596	616	626	602	620	618	593	613	622	592	617	3
General Information	558	563	559	551	552	551	562	569	563	559	568	560	-9
Science Ability	607	580	601	623	594	616	607	578	601	585	562	582	34
						MEAN UNDERGRADUATE GPAs							
Total GPA	3.40	3.44	3.41	3.46	3.48	3.47	3.42	3.45	3.42	3.30	3.36	3.31	.16
Science GPA (BCPM)*	3.40	3.42	3.41	3.45	3.46	3.46	3.41	3.42	3.42	3.31	3.34	3.31	.15
All Other Courses GPA	3.40	3.48	3.42	3.47	3.53	3.48	3.41	3.48	3.43	3.28	3.39	3.30	.18

t-test for Mean MCAT Science Scores: First-year men and women, t=18.09, p<.05; final-year men and women, t=13.19, p<.05.
t-test for Mean MCAT Verbal Ability Scores: First-year men and women, t=9.86, p<.05; final-year men and women, t=11.37, p<.05.
* Biology, Chemistry, Physics, and Mathematics

observations,* men achieved higher test scores than women in Quantitative and Science, while women performed better than men in Verbal Ability and General Information. The 29 point difference between the mean MCAT Science scores of men (623) and women (594) in the first-year class was found to be significant, $t=18.09$, $p<.05$. Similarly, the t test indicated that the differential between MCAT Science means of senior men and women was also significant at $p<.05$.

For the MCAT Verbal Ability mean scores, the total for the difference between means of first-year men (572) and women (586) showed a significant result of $t=9.86$, $p<.05$. The difference in Verbal Ability means for senior men and women was also significant at the .05 level.

MCAT performance of 1975-76 enrollees was consistent with that of the total applicant pools for the years in which these students were accepted into medical school.* Mean MCAT scores of first-year students were higher than those of final-year students in all but the General Information subtest, which declined by 9 points. The greatest improvement (34 points) was reflected by the Science mean for freshmen (616) over seniors (582). Small gains were recorded for Verbal Ability (9 points) and for Quantitative (3 points). The cverall increase in the mean Science score of freshmen incorporates a slightly higher gain for men (38 points) than for women (32 points). The reverse was true for first-year Quantitative means, which advanced more for women (10 points) than for men (4 points).

MCAT means by control of medical school showed slightly higher scores for students in private schools than in public schools for all four MCAT subtests (Table 7). The overall differences ranged from 16 points for Quantitative Ability to 24

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* W. F. Dubé and T. L. Gordon, Applicants for 1975-76 First-Year Medical School Class (Journal of Medical Education, 51:867-869, 1976).

TABLE 7

Distribution of Medical Students by Mean MCAT Scores, Undergraduate GPA, Sex, and Control of Medical School

MEAN MCAT SCORES AND U.G. GPA (1)	ALL SCHOOLS Men (2)	ALL SCHOOLS Women (3)	ALL SCHOOLS Total (4)	PUBLIC SCHOOLS Men (5)	PUBLIC SCHOOLS Women (6)	PUBLIC SCHOOLS Total (7)	PRIVATE SCHOOLS Men (8)	PRIVATE SCHOOLS Women (9)	PRIVATE SCHOOLS Total (10)	DIFFERENCE BETWEEN PUBLIC AND PRIVATE (Col. 7 less Col. 10) (11)
MEAN MCAT SCORES										
Verbal Ability	565	587	569	554	578	559	579	597	583	-24
Quantitative Ability	621	596	616	614	590	609	631	603	625	-16
General Information	558	563	559	550	556	551	569	572	570	-19
Science Ability	607	580	601	599	574	594	618	588	611	-17
MEAN UNDERGRADUATE GPAs										
Total GPA	3.40	3.44	3.41	3.40	3.46	3.41	3.40	3.42	3.41	.00
Science GPA (BCPM)*	3.40	3.42	3.41	3.40	3.43	3.41	3.41	3.41	3.41	.00
All Other Courses GPA	3.40	3.48	3.42	3.40	3.51	3.42	3.40	3.45	3.41	.01

* Biology, Chemistry, Physics, and Mathematics

points for Verbal Ability. Other differences were 17 points for Science and 19 points for General Information. For all subtests the public/private differences in mean scores observed for women were smaller than those for men.

3. Mean Grade Point Averages

Undergraduate grade point averages for all students were the same for the total GPA (3.41) and the BCPM* or "Science" GPA (3.41), while the "All Other" (AO) GPA was 3.42 (Table 6). Although all three grade point averages showed improvements for the first-year class, the highest gain (.18) over the final-year class occurred for the AO GPA. Differences for the other GPAs were slightly lower for the total GPA (.16) and for BCPM (.15). Women in both the first-year and the final-year classes had higher GPAs than men in all three GPA categories, but the differences were less for first-year students.

A review of grade point averages of students in public versus private schools disclosed remarkably even distributions for all three GPA categories at the 3.41 level with the exception of the AO GPA (3.42) for public schools (Table 7). The GPAs for men at both types of schools were similarly identical at 3.40 with only one exception, the "Science" GPA (3.41) at private schools. In contrast to these consistent findings, women at public medical schools had slightly higher GPAs (Total - 3.46, BCPM - 3.43, and AO - 3.51) than men at both types of schools. Moreover, public school women (3.46) had slightly higher GPAs than private school women (3.42).

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* Biology, Chemistry, Physics, and Mathematics

4. Distribution of Undergraduate Grade Point Averages

In keeping with the upward trend noted for MCAT scores and grade point averages, letter grades also improved (Table 8). Forty-two percent of all freshmen had "A" averages in their preprofessional studies, while only 25 percent of the seniors had been "A" students in their undergraduate college days. The 55 percent of freshmen "B" grades compared to 69 percent of senior "B" grades, while the percentage of "C" grades remained rather small at 3 percent for the first year versus 6 percent for the final year. The proportions of women students with "A" grades were larger than those of men in both classes.

The distribution of letter grades at both public and private schools resembled the overall distribution of 36 percent "A" grades, 60 percent "B" grades, and 4 percent "C" grades (Table 9). The only notable difference was the larger proportion of women "A" students at public schools (42 percent) than at private schools (37 percent).

C. Demographic Information

1. Self-Description

Racial/ethnic data as derived from voluntary self-description entries* were available for 90 percent of all medical students enrolled in 1975-76 (Table 10). In reviewing the totals for all students, one finds 7,755 or 15 percent described themselves as other than Caucasian. Of these 7,755, nearly half (3,640) were black students, while other minorities were represented in smaller numbers: Hispanic, 1,491; Indians, 221; Orientals, 1,011; and "Other," 1,372.

Meaningful comparisons between the self-description categories of students by class level were not possible for the following reasons:

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* On AMCAS application forms and MCAT questionnaires.

TABLE 8

Distribution of Medical Students by Undergraduate College Letter Grade, Sex, and Medical School Class Level, 1975-76

UNDERGRADUATE COLLEGE LETTER GRADE	ALL CLASSES			CLASS LEVEL								
				First Year			Intermediate Years			Final Year		
(1)	Men / Women (2)	Total* (3)	Percent of Total+ (4)	Men / Women (5)	Total* (6)	Percent of Total+ (7)	Men / Women (8)	Total (9)	Percent of Total+ (10)	Men / Women (11)	Total (12)	Percent of Total+ (13)
TOTAL*	44,435 / 11,448	55,983	100.0	11,613 / 3,605	15,318	100.0	21,639 / 5,679	27,318	100.0	11,183 / 2,164	13,347	100.0
A (3.60-4.00)	13,318 / 3,967	17,286	35.9	4,333 / 1,475	5,809	41.9	6,830 / 1,958	8,788	37.1	2,155 / 534	2,689	25.4
B (2.60-3.59)	23,082 / 5,728	28,812	59.9	5,898 / 1,725	7,625	55.0	11,062 / 2,838	13,900	58.7	6,122 / 1,165	7,287	68.8
C (Below 2.60)	1,694 / 328	2,022	4.2	331 / 90	421	3.0	824 / 163	987	4.2	539 / 75	614	5.8
No Response	6,341 / 1,425	7,863	--	1,051 / 315	1,463	--	2,923 / 720	3,643	--	2,367 / 390	2,757	--

* Totals include 100 students not identified by gender.

+ "No Responses" were excluded from total in computing percentages.

‡ Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

TABLE 9

Distribution of Medical Students by Undergraduate College Letter Grade, Sex, and Control of Medical School, 1975-76

UNDERGRADUATE COLLEGE LETTER GRADE	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL	44,435	11,448	55,983	100.0	25,730	6,169	31,960	100.0	18,705	5,279	24,023	100.0	7,937	33.0
A (3.60-4.00)	13,318	3,967	17,286	35.9	7,583	2,266	9,850	35.8	5,735	1,701	7,436	36.0	2,414	32.5
B (2.60-3.59)	23,082	5,728	28,812	59.9	13,549	3,001	16,551	60.2	9,533	2,727	12,261	59.4	4,290	35.0
C.(Below 2.60)	1,694	328	2,022	4.2	920	164	1,084	3.9	774	164	938	4.5	146	15.6
No Response	6,341	1,425	7,863	--	3,678	738	4,475	--	2,663	687	3,388	--	1,087	--

* Totals include 100 students not identified by gender: 61 at public schools and 39 at private schools.

+ "No Responses" were excluded from total in computing percentages.

TABLE 10

Distribution of Medical Students by Racial/Ethnic Self-Description, Sex, and Medical School Class Level, 1975-76

RACIAL/ETHNIC SELF-DESCRIPTION	ALL CLASSES			CLASS LEVEL								
				First Year			Intermediate Years			Final Year		
	Men / Women	Total*	Percent of Total†	Men / Women	Total*	Percent of Total†	Men / Women	Total	Percent of Total†	Men / Women	Total	Percent of Total†
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
TOTALS	44,435 / 11,448	55,983	100.0	11,613 / 3,605	15,318	100.0	21,639 / 5,679	27,318	100.0	11,183 / 2,164	13,347	100.0
Black	2,450 / 1,189	3,640	7.2	651 / 362	1,014	6.7	1,257 / 616	1,873	7.8	542 / 211	753	6.7
Indian	163 / 58	221	0.4	43 / 20	63	0.4	92 / 26	118	0.5	28 / 12	40	0.4
White/ Caucasian	34,248 / 8,346	42,627	84.6	9,918 / 2,869	12,820	85.2	16,203 / 4,014	20,217	83.8	8,127 / 1,463	9,590	85.5
Oriental	752 / 258	1,011	2.0	252 / 112	365	2.4	353 / 104	457	1.9	147 / 42	189	1.7
Hispanic¶	1,149 / 342	1,491	3.0	361 / 119	480	3.2	570 / 175	745	3.1	218 / 48	266	2.4
Other	1,054 / 335	1,392	2.8	216 / 80	299	2.0	542 / 177	719	3.0	296 / 78	374	3.3
No Response	4,619 / 920	5,601	--	172 / 43	277	--	2,622 / 567	3,189	--	1,825 / 310	2,135	--

* Totals include 100 students not identified by gender.

† "No Responses" were excluded from total in computing percentages.

¶ Includes Mexican Americans, Puerto Ricans (Mainland and Island), and Cubans. These categories had to be combined since some of them were not listed on MCAT questionnaires in earlier test years.

§ Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

(1) Self-description data were available for only 84 percent of the final-year students in contrast with 98 percent of the first-year students, and (2) Changes in the self-description options on the MCAT questionnaires. As a result, first-year Cuban Americans, for example, are categorized as "Hispanic" while final-year Cuban Americans are categorized as "Other."

Although more minority students were enrolled in publicly controlled schools (4,095) than in privately controlled schools (3,660), the proportion of minority students was lower at public schools (Table 11). Fourteen percent of all public school students, in contrast to 17 percent of all private school students, described themselves as other than Caucasian. The difference of 506 (24 percent) more black students at private schools than at public schools is mainly due to the private classification of the two traditionally black schools, Howard and Meharry. Of the other minorities, the larger numbers of Indian, Oriental, Hispanic, and "Other" students were enrolled at public medical schools. The exception were "Other" minority women with nearly parallel totals at both public (169) and private (166) schools.

2. State of Residence

Seven states supplied nearly half (47.1 percent) of the nation's 55,983* medical students in 1975-76 (Table 12). By percent contributed, the largest groups came from four states: New York (13.2), California (7.8), Pennsylvania (6.9), and Illinois (5.9) The other three of the seven states supplying more than 2,000 students each accounted for the following percentages of all medical students enrolled in 1975-76: Texas (4.9), Michigan (4.2), and Ohio (4.1). Actual student totals for these

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* Percentages were derived from N=55,010 which omits the 973 "No Response" total.

TABLE 11

Distribution of Medical Students by Racial/Ethnic Self-Description, Sex, and Control of Medical School, 1975-76

RACIAL/ETHNIC SELF-DESCRIPTION	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total†	Men	Women	Total*	Percent of Total†	Men	Women	Total*	Percent of Total†	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL	44,435	11,448	55,983	100.0	25,730	6,169	31,960	100.0	18,705	5,279	24,023	100.0	7,937	33.0
Black	2,450	1,189	3,640	7.2	1,059	508	1,567	5.5	1,391	681	2,073	9.5	-506	-24.4
Indian	163	58	221	0.4	118	40	158	0.6	45	18	63	0.3	95	150.8
White/Caucasian	34,248	8,346	42,627	84.6	20,015	4,535	24,553	85.7	14,233	3,811	18,074	83.2	6,479	35.8
Oriental	752	258	1,011	2.0	436	140	576	2.0	316	118	435	2.0	141	32.4
Hispanic#	1,149	342	1,491	3.0	826	251	1,077	3.8	323	91	414	1.9	663	160.1
Other	1,054	335	1,392	2.8	548	169	717	2.5	506	166	675	3.1	42	6.2
No Response	4,619	920	5,601	--	2,728	526	3,312	--	1,891	394	2,269	--	1,023	--

* Total includes 100 students not identified by gender: 61 at public schools and 39 at private schools.

† "No Responses" were excluded from total in computing percentages.

Includes Mexican Americans, Puerto Ricans (Mainland and Island), and Cubans. These categories had to be combined since some of them were not listed on MCAT Questionnaires in earlier test years.

TABLE 12

Distribution of Medical Students by State of Residence, Sex, and Medical School Class Level, 1975-76

STATE OF RESIDENCE	ALL CLASSES			CLASS LEVEL									DIFFERENCE BETWEEN FIRST & FINAL YEAR	
				First Year			Intermediate Years			Final Year				
	Men / Women	Total*	Percent of Total	Men / Women	Total*	Percent of Total	Men / Women	Total	Percent of Total	Men / Women	Total	Percent of Total	Number (Col. 6 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL+	44,435 / 11,448	55,933	100.0	11,613 / 3,605	15,318	100.0	21,639 / 5,679	27,318	100.0	11,183 / 2,164	13,347	100.0	1,971	14.8
Alabama	599 / 149	748	1.3	191 / 47	238	1.6	284 / 80	364	1.3	124 / 22	146	1.1	92	63.0
Alaska	29 / 11	40	0.1	9 / 4	13	0.1	14 / 6	20	0.1	6 / 1	7	0.1	6	85.7
Arizona	272 / 84	356	0.6	77 / 36	113	0.7	117 / 32	149	0.5	78 / 16	94	0.7	19	20.2
Arkansas	448 / 81	529	0.9	107 / 33	140	0.9	217 / 37	254	0.9	124 / 11	135	1.0	5	3.7
California	3,316 / 993	4,309	7.7	890 / 287	1,177	7.7	1,621 / 513	2,134	7.8	805 / 193	998	7.5	179	17.9
Colorado	471 / 124	595	1.1	123 / 42	165	1.1	234 / 66	300	1.1	114 / 16	130	1.0	35	26.9
Connecticut	616 / 183	800	1.4	156 / 51	208	1.4	300 / 93	393	1.4	160 / 39	199	1.5	9	4.5
Delaware	103 / 26	129	0.2	30 / 8	38	0.2	45 / 15	60	0.2	28 / 3	31	0.2	7	22.6
District of Columbia	147 / 82	229	0.4	33 / 29	62	0.4	71 / 42	113	0.4	43 / 11	54	0.4	8	14.8
Florida	1,200 / 237	1,437	2.6	351 / 85	436	2.8	530 / 103	633	2.3	319 / 49	368	2.8	68	18.5
Georgia	877 / 200	1,077	1.9	218 / 63	281	1.8	436 / 98	534	2.0	223 / 39	262	2.0	19	7.3
Hawaii	235 / 69	304	0.5	67 / 30	97	0.6	119 / 30	149	0.5	49 / 9	58	0.4	39	67.2

TABLE 12 (Continued)

Distribution of Medical Students by State of Residence, Sex, and Medical School Level, 1975-76

STATE OF RESIDENCE	ALL CLASSES			CLASS LEVEL: First Year			CLASS LEVEL: Intermediate Years			CLASS LEVEL: Final Year			DIFFERENCE BETWEEN FIRST & FINAL YEAR	
	Men / Women	Total*	Percent of Total	Men / Women	Total*	Percent of Total	Men / Women	Total	Percent of Total	Men / Women	Total	Percent of Total	Number (Col. 6 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Idaho	95 / 21	116	0.2	33 / 4	37	0.2	37 / 12	49	0.2	25 / 5	30	0.2	7	23.3
Illinois	2,628 / 633	3,261	5.8	702 / 221	932	6.0	1,247 / 281	1,528	5.6	679 / 131	810	6.1	113	14.0
Indiana	1,102 / 229	1,331	2.4	275 / 63	338	2.2	565 / 126	691	2.5	262 / 40	302	2.3	36	11.9
Iowa	625 / 116	742	1.3	165 / 32	198	1.3	310 / 59	369	1.4	150 / 25	175	1.3	23	13.1
Kansas	475 / 101	576	1.0	170 / 27	197	1.3	171 / 53	224	0.8	134 / 21	155	1.2	42	21.1
Kentucky	749 / 185	934	1.7	182 / 54	236	1.5	372 / 100	472	1.7	195 / 31	226	1.7	10	4.4
Louisiana	956 / 222	1,178	2.1	277 / 82	359	2.3	466 / 102	548	2.0	233 / 38	271	2.0	88	32.5
Maine	85 / 35	120	0.2	20 / 11	31	0.2	48 / 17	65	0.2	17 / 7	24	0.2	7	29.2
Maryland	990 / 286	1,276	2.3	243 / 86	329	2.1	477 / 153	630	2.3	270 / 47	317	2.4	12	3.8
Massachusetts	947 / 323	1,271	2.3	280 / 96	377	2.5	460 / 163	623	2.3	207 / 64	271	2.0	106	39.1
Michigan	1,813 / 515	2,329	4.2	454 / 162	617	4.0	937 / 264	1,201	4.4	422 / 89	511	3.8	106	20.7
Minnesota	1,011 / 217	1,228	2.2	272 / 74	346	2.3	509 / 107	616	2.3	230 / 36	266	2.0	80	30.1

TABLE 12 (Continued)

STATE OF RESIDENCE	ALL CLASSES			CLASS LEVEL									DIFFERENCE BETWEEN FIRST & FINAL YEAR	
				First Year			Intermediate Years			Final Year				
	Men / Women	Total*	Percent of Total	Men / Women	Total*	Percent of Total	Men / Women	Total	Percent of Total	Men / Women	Total	Percent of Total	Number (Col. 6 less Col. 12)	Percent (Col. 14 Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Missis-sippi	503 / 103	606	1.1	129 / 33	162	1.1	248 / 55	303	1.1	126 / 15	141	1.1	21	14.9
Missouri	894 / 183	1,077	1.9	196 / 44	240	1.6	490 / 105	595	2.2	208 / 34	242	1.8	-2	-0.8
Montana	107 / 23	130	0.2	36 / 6	42	0.3	44 / 10	54	0.2	27 / 7	34	0.3	8	23.5
Nebraska	512 / 100	612	1.1	158 / 37	195	1.3	200 / 43	243	0.9	154 / 20	174	1.3	21	12.1
Nevada	110 / 26	136	0.2	34 / 8	42	0.3	46 / 6	52	0.2	30 / 12	42	0.3	0	0.0
New Hampshire	52 / 15	67	0.1	8 / 4	12	0.1	31 / 5	36	0.1	13 / 6	19	0.1	-7	-36.8
New Jersey	1,497 / 395	1,892	3.4	362 / 115	477	3.1	725 / 199	924	3.4	410 / 81	491	3.7	-14	-2.9
New Mexico	243 / 77	320	0.6	70 / 17	87	0.6	122 / 43	165	0.6	51 / 17	68	0.5	19	27.9
New York	5,543 / 1,725	7,268	13.0	1,350 / 574	1,924	12.6	2,690 / 812	3,502	12.8	1,503 / 339	1,842	13.8	82	4.5
North Carolina	738 / 172	910	1.6	200 / 50	250	1.6	372 / 84	456	1.7	166 / 38	204	1.5	46	22.5
North Dakota	212 / 26	238	0.4	56 / 8	64	0.4	97 / 14	111	0.4	59 / 4	63	0.5	1	1.6
Ohio	1,804 / 442	2,246	4.0	500 / 150	650	4.2	847 / 208	1,055	3.9	457 / 84	541	4.1	109	20.1
Oklahoma	553 / 92	645	1.2	164 / 29	193	1.3	263 / 46	309	1.1	126 / 17	143	1.1	50	35.0

TABLE 12 (Continued)

STATE OF RESIDENCE	ALL CLASSES			CLASS LEVEL									DIFFERENCE BETWEEN FIRST & FINAL YEAR	
				First Year			Intermediate Years			Final Year				
	Men / Women	Total*	Percent of Total	Men / Women	Total*	Percent of Total	Men / Women	Total	Percent of Total	Men / Women	Total	Percent of Total	Number (Col. 6 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Oregon	426/95	521	0.9	110/27	137	0.9	216/48	264	1.0	100/20	120	0.9	17	14.2
Pennsylvania	2,903/901	3,804	6.8	743/253	996	6.5	1,399/470	1,869	6.8	761/178	939	7.0	57	6.1
Rhode Island	128/36	164	0.3	29/9	38	0.2	62/19	81	0.3	37/8	45	0.3	-7	-15.6
South Carolina	606/111	717	1.3	163/38	201	1.3	306/55	361	1.3	137/18	155	1.2	46	29.7
South Dakota	187/34	221	0.4	52/14	66	0.4	105/14	119	0.4	30/6	36	0.3	30	83.3
Tennessee	806/154	960	1.7	223/46	269	1.8	367/69	436	1.6	216/39	255	1.9	14	5.5
Texas	2,196/478	2,674	4.8	615/158	773	5.0	1,039/233	1,272	4.7	542/87	629	4.7	144	22.9
Utah	376/38	414	0.7	94/14	108	0.7	174/21	195	0.7	108/3	111	0.8	-3	-2.7
Vermont	130/49	179	0.3	42/10	52	0.3	59/32	91	0.3	29/7	36	0.3	16	44.4
Virginia	984/239	1,223	2.2	250/87	337	2.2	498/120	618	2.3	236/32	268	2.0	69	25.7
Washington	483/152	635	1.1	113/55	168	1.1	254/72	326	1.2	116/25	141	1.1	27	19.1
West Virginia	302/57	359	0.6	73/19	92	0.6	150/26	176	0.6	79/12	91	0.7	1	1.1

TABLE 12 (Continued)

STATE OF RESIDENCE	ALL CLASSES			CLASS LEVEL									DIFFERENCE BETWEEN FIRST & FINAL YEAR	
				First Year			Intermediate Years			Final Year				
	Men / Women	Total*	Percent of Total	Men / Women	Total*	Percent of Total	Men / Women	Total	Percent of Total	Men / Women	Total	Percent of Total	Number (Col. 6 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Wisconsin	817 / 243	1,060	1.9	214 / 66	280	1.8	399 / 130	529	1.9	204 / 47	251	1.9	29	11.6
Wyoming	70 / 12	82	0.1	24 / 4	28	0.2	37 / 8	45	0.2	9 / 0	9	0.1	19	211.1
Puerto Rico	358 / 142	500	0.9	90 / 43	133	0.9	177 / 72	249	0.9	91 / 27	118	0.9	15	12.7
U.S. Territories and possessions	7 / 5	12	0.0	4 / 3	7	0.0	2 / 2	4	0.0	1 / 0	1	0.0	6	600.0
Foreign	348 / 75	423	0.8	48 / 17	65	0.4	171 / 36	207	0.8	129 / 22	151	1.1	-86	-57.0
Unidentified	751 / 126	973	1.7	138 / 40	274	1.8	482 / 70	552	2.0	131 / 16	147	1.1	127	86.4

* Totals include 100 students not identified by gender.

+ Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

seven states ranged from 7,268 (New York) to 2,246 (Ohio).

Eleven additional states contributed from 1,892 (New Jersey) to 1,060 (Wisconsin) students each and accounted for 25.3 percent of the total: New Jersey (3.4), Florida (2.6), Indiana (2.4), Maryland (2.2), Massachusetts (2.3), Minnesota (2.2), Virginia (2.2), Louisiana (2.1), Georgia (2.0), Missouri (2.0), and Wisconsin (1.9). Fifteen states and Puerto Rico supplied from 500 (Puerto Rico) to 960 (Tennessee) students each, accounting for 20.1 percent of the student total; and 17 states plus the District of Columbia provided from 40 (Alaska) to 414 (Utah) each, accounting for 6.5 percent of all students.

Of special interest were the six states that had no medical schools but whose residents succeeded in finding places.* More than 100 medical students each came from Montana (130), Delaware (129), Maine (120), and Idaho (116); while fewer than 100 each were from Wyoming (82) and Alaska (40).

First-year versus final-year distributions by state of residence showed few variations from the distribution for all students. Increases in the number of freshmen over seniors reflect the additions of new medical schools, as in Alabama, Massachusetts, and Texas. Other differences that arose from increases in class sizes did not affect the freshman/senior proportions in most states. Exceptions were New York and New Jersey, whose residents claimed a larger share of the total enrollment of seniors than of freshmen. This may be due in part to a substantial number of admissions to advanced standing of U.S. citizens

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* Six states had no medical schools in 1975-76: Alaska, Delaware, Idaho, Maine, Montana, and Wyoming. Alaska, Montana, and Idaho, however, have medical education programs through an interstate program with Washington known as the WAMI Program.

from those states who transferred from foreign to U.S. medical schools.

Differences in the state of residence distributions by control of medical school largely reflected the presence or absence of either public or private schools in a state (Table 13). Arkansas and Indiana, for example, have no privately supported medical schools, and only a small proportion of medical students from these states found places in private medical schools in another state. In the case of New York and Illinois, states with both public and private schools, private schools claimed the larger share of their residents. The reverse was true for Ohio and Texas residents, where public school enrollments prevailed.

3. Citizenship

Over 98 percent of the students in U.S. medical schools in 1975-76 were citizens of the United States (Table 14). Only 803, less than 2 percent of the total of 55,983, were identified as non-U.S. medical students. This total could be reduced further, by about one-fourth, if one excluded those non-U.S. citizens who were permanent residents. For the purposes of this analysis, all medical students who did not possess U.S. citizenship in 1975-76 were counted by the country of citizenship indicated on their records regardless of their U.S. residence status.

For clarity of presentation, the countries of origin were summarized by 8 major geographic areas. The largest groups were from Asia (255 or 32 percent); Central America, including the Caribbean (177 or 22 percent), and Africa (120 or 15 percent), accounting for a total of 69 percent of all non-U.S. students. Of the remaining areas, only Europe (82) and Canada (73) contributed more than 50 students each. Increases of non-U.S. freshmen over non-U.S. seniors amounted to a moderate 11 percent for the total. Per area, the largest differences between freshmen and senior counts were registered by students from Europe (27 versus 15) and from Asia (74 versus 65).

TABLE 13

Distribution of Medical Students by State of Residence
Sex, and Control of Medical School, 1975-76

STATE OF RESIDENCE	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total	Men	Women	Total*	Percent of Total	Men	Women	Total*	Percent of Total	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL	44,435	11,448	55,983	100.0	25,730	6,169	31,960	100.0	18,705	5,279	24,023	100.0	7,937	33.0
Alabama	599	149	748	1.3	508	116	624	2.0	91	33	124	0.5	500	403.2
Alaska	29	11	40	0.1	23	10	33	0.1	6	1	7	0.0	26	371.4
Arizona	272	84	356	0.6	209	75	284	0.9	63	9	72	0.3	212	294.4
Arkansas	448	81	529	0.9	414	76	490	1.5	34	5	39	0.2	451	1156.4
California	3,316	993	4,309	7.7	1,757	541	2,298	7.2	1,559	452	2,011	8.4	287	14.3
Colorado	471	124	595	1.1	356	97	453	1.4	115	27	142	0.6	311	219.0
Connecticut	616	183	800	1.4	222	66	288	0.9	394	117	512	2.1	-224	-43.8
Delaware	103	26	129	0.2	6	4	10	0.0	97	22	119	0.5	-109	-91.6
District of Columbia	147	82	229	0.4	18	14	32	0.1	129	68	197	0.8	-165	-83.8
Florida	1,200	237	1,437	2.6	513	111	624	2.0	687	126	813	3.4	-189	-23.2
Georgia	877	200	1,077	1.9	579	118	697	2.2	298	82	380	1.6	317	83.4
Hawaii	235	69	304	0.5	191	56	247	0.8	44	13	57	0.2	190	333.3
Idaho	95	21	116	0.2	78	18	96	0.3	17	3	20	0.1	76	380.0
Illinois	2,628	633	3,261	5.8	1,268	276	1,544	4.8	1,360	357	1,717	7.1	-173	-10.1
Indiana	1,102	229	1,331	2.4	989	192	1,181	3.7	113	37	150	0.6	1,031	687.3
Iowa	625	116	742	1.3	555	103	659	2.1	70	13	83	0.3	576	694.0
Kansas	475	101	576	1.0	420	84	504	1.6	55	17	72	0.3	432	600.0

TABLE 13 (Continued)

STATE OF RESIDENCE	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total	Men	Women	Total*	Percent of Total	Men	Women	Total*	Percent of Total	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Kentucky	749	185	934	1.7	708	174	882	2.8	41	11	52	0.2	830	596.2
Louisiana	956	222	1,178	2.1	716	140	856	2.7	240	82	322	1.3	534	165.8
Maine	85	35	120	0.2	38	15	53	0.2	47	20	67	0.3	-14	-20.9
Maryland	990	286	1,276	2.3	562	146	708	2.2	428	140	568	2.4	140	24.6
Massachusetts	947	323	1,271	2.3	324	84	408	1.3	623	239	863	3.6	-455	-52.7
Michigan	1,813	515	2,329	4.2	1,623	452	2,076	6.5	190	63	253	1.1	1,823	720.6
Minnesota	1,011	217	1,228	2.2	808	163	971	3.0	203	54	257	1.1	714	277.8
Mississippi	503	103	606	1.1	452	83	535	1.7	51	20	71	0.3	464	653.5
Missouri	894	183	1,077	1.9	485	120	605	1.9	409	63	472	2.0	133	28.2
Montana	107	23	130	0.2	73	16	89	0.3	34	7	41	0.2	48	117.1
Nebraska	512	100	612	1.1	403	76	479	1.5	109	24	133	0.6	346	260.2
Nevada	110	26	136	0.2	86	24	110	0.3	24	2	26	0.1	84	323.1
New Hampshire	52	15	67	0.1	12	3	15	0.0	40	12	52	0.2	-37	-71.2
New Jersey	1,497	395	1,892	3.4	510	174	684	2.1	987	221	1,208	5.0	-524	-43.4
New Mexico	243	77	320	0.6	215	67	282	0.9	28	10	38	0.2	244	642.1
New York	5,543	1,725	7,268	13.0	1,771	539	2,310	7.2	3,772	1,186	4,958	20.6	-2,648	-53.4
North Carolina	738	172	910	1.6	384	105	489	1.5	354	67	421	1.8	68	16.2
North Dakota	212	26	238	0.4	170	22	192	0.6	42	4	46	0.2	146	317.4
Ohio	1,804	442	2,246	4.0	1,212	268	1,480	4.6	592	174	766	3.2	714	93.2

TABLE 13 (Continued)

STATE OF RESIDENCE	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total	Men	Women	Total*	Percent of Total	Men	Women	Total*	Percent of Total	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Oklahoma	553	92	645	1.2	494	75	569	1.8	59	17	76	0.3	493	648.7
Oregon	426	95	521	0.9	372	77	449	1.4	54	18	72	0.3	377	523.6
Pennsylvania	2,903	901	3,804	6.8	98	34	132	0.4	2,805	867	3,672	15.3	-3,540	-96.4
Rhode Island	128	36	164	0.3	23	7	30	0.1	105	29	134	0.6	-104	-77.6
South Carolina	606	111	717	1.3	532	88	620	1.9	74	23	97	0.4	523	539.2
South Dakota	187	34	221	0.4	156	29	185	0.6	31	5	36	0.1	149	413.9
Tennessee	806	154	960	1.7	615	102	717	2.2	191	52	243	1.0	474	195.1
Texas	2,196	478	2,674	4.8	1,751	373	2,124	6.6	445	105	550	2.3	1,574	286.2
Utah	376	38	414	0.7	302	36	338	1.1	74	2	76	0.3	262	344.7
Vermont	130	49	179	0.3	109	36	145	0.5	21	13	34	0.1	111	326.5
Virginia	984	239	1,223	2.2	753	166	919	2.9	231	73	304	1.3	615	202.3
Washington	483	152	635	1.1	342	119	461	1.4	141	33	174	0.7	287	164.9
West Virginia	302	57	359	0.6	271	45	316	1.0	31	12	43	0.2	273	634.9
Wisconsin	817	243	1,060	1.9	468	146	614	1.9	349	97	446	1.9	168	37.7
Wyoming	70	12	82	0.1	46	7	53	0.2	24	5	29	0.1	24	82.8
Puerto Rico	358	142	500	0.9	332	137	469	1.5	26	5	31	0.1	438	412.9
U.S. Territories and Possessions	7	5	12	0.0	6	3	9	0.0	1	2	3	0.0	6	200.0

TABLE 13 (Continued)

STATE OF RESIDENCE	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total	Men	Women	Total*	Percent of Total	Men	Women	Total*	Percent of Total	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Foreign	348	75	423	0.8	113	26	139	0.4	235	49	284	1.2	-145	-51.1
Unidentified	751	126	973	1.7	289	35	383	1.2	462	91	590	2.5	-207	-35.1

* Totals include 100 students not identified by gender: 61 at public schools and 39 at private schools.

TABLE 14

Distribution of Foreign Medical Students by Geographic Origin, Sex and Medical School Class Level, 1975-76

GEOGRAPHIC ORIGIN	ALL NON-U.S. STUDENTS				CLASS LEVEL												DIFFERENCE BETWEEN FIRST AND FINAL YEARS	
					First Year				Intermediate Years				Final Year				Number	Percent
(1)	Men (2)	Women (3)	Total (4)	Percent (5)	Men (6)	Women (7)	Total (8)	Percent (9)	Men (10)	Women (11)	Total (12)	Percent (13)	Men (14)	Women (15)	Total (16)	Percent (17)	(Col.8-16) (18)	(Col.18/16) (19)
TOTAL	636	167	803	100.0	172	55	227	100.0	295	76	371	100.0	169	36	205	100.0	22	10.7
Africa	104	16	120	14.9	30	5	35	15.4	45	7	52	14.0	29	4	33	16.1	2	6.1
Asia	207	48	255	31.8	58	16	74	32.6	97	19	116	31.3	52	13	65	31.7	9	13.8
Canada	56	17	73	9.1	12	5	17	7.5	28	8	36	9.7	16	4	20	9.8	-3	-15.0
Central America	130	47	177	22.0	37	14	51	22.5	54	24	78	21.0	39	9	48	23.4	3	6.2
South America	41	9	50	6.2	9	2	11	4.8	21	6	27	7.3	11	1	12	5.8	-1	-8.3
Europe	58	24	82	10.2	17	10	27	11.9	31	9	40	10.8	10	5	15	7.3	12	80.0
Middle East	32	3	35	4.4	6	3	9	4.0	15	0	15	4.0	11	0	11	5.4	-2	-18.2
Oceania	7	2	9	1.1	2	0	2	.9	4	2	6	1.6	1	0	1	.5	1	100.0
Stateless	1	1	2	.2	1	0	1	.4	0	1	1	.3	0	0	0	0	1	0.0

Non-U.S. medical students at private medical schools (519) outnumbered their counterparts at public schools (284) by 83 percent (Table 15). Source countries of foreign students at private schools for groups of 10 or more were Nigeria and Ghana for Africa, and Hong Kong, China, and India for Asia. About 80 percent of all Canadians were enrolled at private U.S. medical schools. Central America and the Caribbean were mostly represented (in private schools) by students from the British West Indies and Cuba, while Guyana was the source country for the largest group from South America. Of the 18 European countries listed, the largest group (33) was from the United Kingdom. Since the citizenship designation of United Kingdom is used by subjects from Great Britain, Hong Kong, and other British territories, this total could include some Asians as well as Europeans. Of 9 Middle Eastern countries providing medical students, Iran supplied the largest number (8).

The distribution of non-U.S. students at public schools generally followed that of the private schools although the totals were smaller and fewer countries were involved. One difference, nevertheless, was noted in the enrollments of non-U.S. women. Although their numbers were smaller at public schools (65) than at private schools (102), their proportional representation as compared with non-U.S. men was higher at the public schools (23 versus 20 percent).

D. Socioeconomic Background

1. Parental Income

The distribution of all students by parental income at the time of taking the MCAT shows that the largest group (41 percent) indicated incomes above $20,000 (Table 16). Nearly three-fifths (59 percent) of all medical students came from family backgrounds below $20,000, with 6 percent in the "Under $5,000" category. The estimated income

TABLE 15

Distribution of Foreign Medical Students by Geographic Origin, Sex and Control of Medical School, 1975-76

GEOGRAPHIC ORIGIN (1)	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men (2)	Women (3)	Total (4)	Percent (5)	Men (6)	Women (7)	Total (8)	Percent (9)	Men (10)	Women (11)	Total (12)	Percent (13)	NUMBER (Col.8-12) (14)	PERCENT (Col.14/12) (15)
TOTAL	636	167	803	100.0	219	65	284	100.0	417	102	619	100.0	-235	-45.3
Africa	104	16	120	14.9	37	4	41	14.4	67	12	79	15.2	-38	-48.1
Asia	207	48	255	31.8	79	22	101	35.6	128	26	154	29.7	-53	-34.4
Canada	56	17	73	9.1	10	5	15	5.3	46	12	58	11.2	-43	-74.1
Central America	130	47	177	22.0	44	20	64	22.5	86	27	113	21.8	-49	-43.4
South America	41	9	50	6.2	14	3	17	6.0	27	6	33	6.4	-16	-48.5
Europe	58	24	82	10.2	20	9	29	10.2	38	15	53	10.2	-24	-45.3
Middle East	32	3	35	4.4	9	0	9	3.2	23	3	26	5.0	-17	-65.4
Oceania	7	2	9	1.1	5	2	7	2.5	2	0	2	.4	5	250.0
Stateless	1	1	2	.2	1	0	1	.4	0	1	1	.2	0	0.0

Table 16

Distribution of Medical Students by Parental Income Level, Sex, and Medical School Class Level, 1975-76

PARENTAL INCOME LEVEL*	ALL CLASSES			CLASS LEVEL								
				First Year			Intermediate Years			Final Year		
	Men / Women	Total+	Percent of Total†	Men / Women	Total+	Percent of Total†	Men / Women	Total+	Percent of Total†	Men / Women	Total+	Percent of Total†
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
TOTAL‡	44,435 / 11,448	55,983	100.0	11,613 / 3,605	15,318	100.0	21,639 / 5,679	27,318	100.0	11,183 / 2,164	13,347	100.0
Under $5,000	2,276 / 698	2,974	6.1	504 / 182	686	4.7	1,145 / 362	1,507	6.4	627 / 154	781	7.5
$5,000-$9,999	5,033 / 1,388	6,424	13.1	1,044 / 343	1,390	9.4	2,506 / 728	3,234	13.6	1,483 / 317	1,800	17.2
$10,000-$14,999	9,117 / 2,338	11,458	23.4	2,369 / 769	3,141	21.4	4,518 / 1,143	5,661	23.9	2,230 / 426	2,656	25.3
$15,000-$19,999	6,376 / 1,559	7,939	16.2	1,845 / 520	2,369	16.1	3,077 / 761	3,838	16.2	1,454 / 278	1,732	16.5
$20,000 or More	15,926 / 4,161	20,110	41.1	5,455 / 1,647	7,105	48.4	7,468 / 2,006	9,474	40.0	3,003 / 508	3,511	33.5
No Response	5,707 / 1,304	7,078	--	396 / 144	607	--	2,925 / 679	3,604	--	2,386 / 481	2,867	--

* Gross combined parental income reflects information for the year before the MCAT was taken: 1970 for most seniors and 1973 for most freshmen. Numbers were not adjusted for inflation.

+ Totals include 100 students not identified by gender.

† "No Responses" were excluded from total in computing percentages.

‡ Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

median was $17,270, which reflects dollar values from about 1970 through 1973.[9]

Of the final-year students (most of whom entered medical school in 1971-72 and 1972-73), 34 percent indicated family incomes above $20,000 and their estimated median was $15,010. Nearly half (48 percent) of all first-year students (most of whom had entered medical school in 1975-76), reported parental incomes that were above $20,000, and their estimated median amounted to $19,520. The difference of $4,510 in these two medians cannot be accounted for entirely by inflation. If one allows for inflationary price increases, the adjusted freshman median amounts to $17,062, and the original difference of $4,510 in the estimated income medians between freshmen and seniors is reduced to $2,052. This adjusted 13.7 percent increase in parental incomes of freshmen indicates a rise beyond increases in consumer prices. (See also discussion under "Father's Occupation.")

Separate income medians for men and women students disclosed differences in favor of men. For 1974 the median for males was $17,270 and for females $15,010. The medians for senior men ($15,010) and senior women ($14,140), however, differed considerably. For first-year students the medians became $19,520 for males and $17,000 for females. Thus, the sex differences tended to be greater in parental income distributions by sex for entering students.

Income levels by control of medical school showed some interesting variations. Thirty-six percent of the public school students' parental incomes above $20,000, which compares to 48 percent of the private school students, respectively. The proportions of students at the $15,000-$19,999 income level were slightly higher for public school (17 percent) than for private school (15 percent) students. Similarly, the

TABLE 17

Distribution of Medical Students by Parental Income Level, Sex, and Control of Medical School, 1975-76

proportions for the other income categories below $15,000 were higher for public school students with the exception of income level No. 1 (Under $5,000) which accounted for 6 percent of the students at both types of schools. In testing the overall distributions of parental income, the chi-square yielded a difference of 420.85 (4df) between public and private medical schools which was significant at the .01 level.

It is not surprising, therefore, that the total estimated parental income median for private school students ($18,760) was $2,440 higher than that for public school students ($16,320). Separate medians by sex were higher for men at both types of schools, but the intervals were nearly the same for public school ($340) and for private school ($310) students. The estimated parental income medians for students at public schools amounted to $16,390 for men versus $16,050 for women, which compares to $18,820 for men and $18,510 for women students at private medical schools.

2. Father's Occupation

Two-thirds (66 percent) of the fathers of 1975-76 medical students were in "Physician," "Other Health Occupation," "Other Profession," or "Owner, Manager, Administrator (Non-Farm)" categories (Table 18). The three largest groups comprised "Other Profession" (26 percent), "Owner, Manager, Administrator (Non-Farm)" (22 percent), and "Physician" (14 percent) backgrounds. Among the smaller groups, "Craftsman, Skilled Worker" and "Other" were represented by 9 and 11 percent respectively; "Clerical or Sales" accounted for 7 percent, but all other occupational categories were under 5 percent.

Occupational distributions by control of school were remarkably similar for all but the "Physician" category (Table 19). Although private schools had only 45 (1.3 percent) more students from "Physician" backgrounds numerically, they had a much larger proportion (16.3 percent) of students with "Physician" fathers than the public schools (11.9 percent). Chi-square analysis of Father's

TABLE 18

Distribution of Medical Students by Father's Occupation, Sex, and Medical School Class Level, 1975-76

FATHER'S OCCUPATION	ALL CLASSES			CLASS LEVEL								
				First Year			Intermediate Years			Final Year		
	Men / Women	Total*	Percent of Total+	Men / Women	Total*	Percent of Total+	Men / Women	Total	Percent of Total+	Men / Women	Total	Percent of Total+
[1]	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
TOTAL‡	44,436 / 11,448	55,953	100.0	11,613 / 3,605	15,318	100.0	21,619 / 5,679	27,318	100.0	11,183 / 2,164	13,347	100.0
Physician	5,583 / 1,365	7,041	13.7	1,393 / 443	2,039	13.7	2,747 / 676	3,425	13.6	1,343 / 234	1,577	14.2
Other Health Occupation	1,869 / 427	2,497	4.6	552 / 150	704	4.7	915 / 201	1,116	4.4	401 / 76	477	4.3
Other Profession	8,830 / 3,252	13,101	25.6	2,771 / 1,063	3,843	25.8	4,933 / 1,882	6,595	26.1	2,126 / 557	2,683	24.2
Owner, Manager Administrator (Non-Farm)	9,470 / 2,134	11,467	22.4	3,344 / 776	3,831	24.4	4,534 / 1,060	5,594	22.2	1,942 / 300	2,242	20.2
Clerical, Sales	2,766 / 586	3,452	6.8	590 / 160	751	5.0	1,355 / 294	1,649	6.5	840 / 112	962	8.6
Craftsman, Skilled Worker	3,834 / 1,009	4,848	9.1	933 / 298	1,234	8.3	1,829 / 505	2,334	9.2	872 / 206	1,078	9.7
Unskilled Worker (Non-Farm)	1,763 / 519	2,283	4.5	397 / 172	630	4.2	924 / 259	1,183	4.7	382 / 88	470	4.2
Farmer or Farm Worker	1,133 / 283	1,416	2.8	317 / 78	398	2.7	555 / 146	701	2.8	261 / 59	320	2.9
Homemaker	27 / 10	37	0.1	11 / 4	15	0.1	14 / 5	19	0.1	2 / 1	3	0.0
Other	4,451 / 1,095	5,549	10.8	1,267 / 374	1,644	11.0	2,124 / 501	2,625	10.4	1,060 / 270	1,280	11.6
No Response	3,941 / 766	4,774	--	278 / 87	432	--	1,709 / 368	2,077	--	1,954 / 311	2,265	--

* Totals include 200 students not identified by gender.
+ "No Responses" were excluded from total in computing percentages.
‡ Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

TABLE 19

Distribution of Medical Students by Father's Occupation, Sex, and Control of Medical School, 1975-76

FATHER'S OCCUPATION	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL	44,435	11,448	55,983	100.0	25,730	6,169	31,960	100.0	18,705	5,279	24,023	100.0	7,937	33.0
Physician	5,683	1,355	7,041	13.7	2,876	622	3,498	11.9	2,807	733	3,543	16.3	-45	-1.3
Other Health Occupation	1,868	427	2,297	4.5	1,044	218	1,262	4.3	824	209	1,035	4.8	227	21.9
Other Profession	9,830	3,282	13,121	25.6	5,712	1,791	7,504	25.4	4,118	1,491	5,617	25.9	1,887	33.6
Owner, Manager Admin(Non-Farm)	9,320	2,136	11,467	22.4	5,441	1,151	6,593	22.4	3,879	985	4,874	22.4	1,719	35.3
Clerical, Sales	2,785	566	3,352	6.5	1,728	319	2,047	6.9	1,057	247	1,305	6.0	742	56.9
Craftsman, Skilled Worker	3,634	1,009	4,646	9.1	2,252	580	2,833	9.6	1,382	429	1,813	8.3	1,020	56.3
Unskilled Worker(Non-Farm)	1,763	519	2,283	4.5	1,016	284	1,300	4.4	747	235	983	4.5	317	32.2
Farmer or Farm Worker	1,133	283	1,416	2.8	875	194	1,069	3.6	258	89	347	1.6	722	208.1
Homemaker	27	10	37	0.1	18	6	24	0.1	9	4	13	0.1	11	84.6
Other	4,451	1,095	5,549	10.8	2,720	638	3,358	11.4	1,731	457	2,191	10.1	1,167	53.3
No Response	3,941	766	4,774	--	2,048	366	2,472	--	1,893	400	2,302	--	170	--

Chi square for Public versus Private distribution=432.74 (9df), p<.01.

* Totals include 100 students not identified by gender: 62 at public schools and 39 at private schools.

+ "No Responses" were excluded from total in computing percentages.

Occupation indicated a significant difference of 432.75 (9df), $p<.01$, between public and private medical schools.

3. Father's Educational Level

More than half (55 percent) of the fathers of all medical students had either "Completed College" (19 percent) or "Graduate or Professional" education (36 percent) (Table 20). Of the other categories, the highest proportions were noted for "Completed High School" (15 percent) and "Some College" (13 percent).

By control of medical school, interesting differences were evident in four of the seven educational levels (Table 21). Higher proportions in public schools than in private schools occurred for "Completed High School" (16.0 versus 13.5 percent); "Some College" (14.3 versus 12.3 percent); and "Completed College" (19.4 versus 18.6 percent). The opposite situation, however, prevailed for the "Graduate or Professional" level that was represented by 33.5 percent of all public school students and 40.1 percent of all students at private schools. More women than men had fathers with "Graduate or Professional" education at both public (35.5 versus 33.0 percent) and private (42.3 versus 39.5 percent) medical schools.

4. Mother's Educational Level

More than one-third (37.6 percent) of the mothers of the 1975-76 medical students had "Completed College" or "Graduate or Professional" educations (Table 22).

The distributions of mother's educational levels at public versus private schools showed only small variations (Table 23). The one noteworthy exception was the difference in the percentages of students with mothers with "Graduate or Professional" education. These students constituted 13 percent of all public school enrollees and 17 percent of those in private schools. Even larger was the difference for

TABLE 20

Distribution of Medical Students by Father's Educational Level, Sex, and Medical School Class Level, 1975-76

FATHER'S EDUCATIONAL LEVEL	ALL CLASSES			CLASS LEVEL								
				First Year			Intermediate Years			Final Year		
	Men / Women	Total*	Percent of Total+	Men / Women	Total*	Percent of Total+	Men / Women	Total	Percent of Total+	Men / Women	Total	Percent of Total+
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
TOTAL#	44,436 / 11,448	55,983	100.0	11,613 / 3,605	15,318	100.0	21,639 / 5,679	27,318	100.0	11,183 / 2,164	13,347	100.0
Eighth Grade or Less	2,533 / 660	3,196	6.3	627 / 190	820	5.5	1,323 / 344	1,667	6.6	583 / 126	709	6.6
Some High School	2,296 / 604	2,902	5.7	610 / 201	813	5.4	1,126 / 288	1,414	5.6	560 / 115	675	6.3
Completed High School	6,192 / 1,427	7,622	15.0	1,688 / 467	2,158	14.4	3,039 / 699	3,738	14.8	1,465 / 261	1,726	16.1
Specialized Technical Training	1,422 / 465	1,888	3.7	425 / 167	594	4.0	671 / 218	889	3.5	325 / 80	405	3.8
Some College	5,518 / 1,322	6,845	13.4	1,506 / 426	1,937	12.9	2,719 / 691	3,410	13.5	1,293 / 205	1,498	14.0
Completed College	7,707 / 1,995	9,710	19.1	2,235 / 667	2,910	19.4	3,676 / 995	4,671	19.3	1,596 / 333	1,929	18.0
Graduate or Professional	14,346 / 4,112	18,469	36.3	4,261 / 1,398	5,670	37.9	7,071 / 2,057	9,128	36.2	3,014 / 657	3,671	34.2
Other	224 / 65	289	0.6	41 / 22	63	0.4	86 / 26	112	0.4	97 / 17	114	1.1
No Response	4,197 / 798	5,062	--	219 / 67	353	--	1,728 / 361	2,089	--	2,250 / 370	2,620	--

* Totals include 100 students not identified by gender.

\+ "No Responses" were excluded from total in computing percentages.

\# Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

TABLE 21

Distribution of Medical Students by Father's Education Level, Sex, and Control of Medical School, 1975-76

FATHER'S EDUCATIONAL LEVEL	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL	44,436	11,448	55,983	100.0	25,730	6,169	31,960	100.0	18,705	5,279	24,023	100.0	7,937	33.0
Eighth Grade or Less	2,533	660	3,198	6.3	1,589	375	1,964	6.7	944	285	1,232	5.7	732	59.4
Some High School	2,296	604	2,907	5.7	1,355	323	1,679	5.7	941	281	1,223	5.7	456	37.3
Completed High School	6,192	1,427	7,622	15.0	3,856	845	4,701	16.0	2,336	582	2,921	13.5	1,780	60.9
Specialized Technical Training	1,422	465	1,888	3.7	885	260	1,145	3.9	537	205	743	3.4	402	54.1
Some College	5,516	1,322	6,845	13.4	3,408	778	4,188	14.3	2,110	544	2,657	12.3	1,531	57.6
Completed College	7,707	1,995	9,710	19.1	4,572	1,121	5,693	19.4	3,135	874	4,017	18.6	1,676	41.7
Graduate or Professional	14,346	4,142	18,469	36.3	7,765	2,056	9,821	33.5	6,581	2,056	8,648	40.1	1,173	13.6
Other	224	65	289	0.6	129	35	164	0.6	95	30	125	0.6	39	31.2
No Response	4,197	798	5,062	--	2,171	376	2,605	--	2,026	422	2,457	--	148	--

* Totals include 100 students not identified by gender: 61 at public schools and 39 at private schools.

\+ "No Responses" were excluded from total in computing percentages.

TABLE 22

Distribution of Medical Students by Mother's Educational Level, Sex, and Medical School Class Level, 1975-76

MOTHER'S EDUCATIONAL LEVEL	ALL CLASSES			CLASS LEVEL: First Year			Intermediate Years			Final Year		
	Men / Women	Total*	Percent of Total†	Men / Women	Total*	Percent of Total†	Men / Women	Total	Percent of Total	Men / Women	Total	Percent of Total†
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
TOTAL*	44,435 / 11,448	55,983	100.0	11,613 / 3,605	15,313	100.0	21,639 / 5,679	27,318	100.0	11,183 / 2,164	13,347	100.0
Eighth Grade or Less	1,732 / 436	2,169	4.3	427 / 125	553	3.7	847 / 227	1,101	4.4	431 / 84	515	4.8
Some High School	2,131 / 532	2,666	5.2	537 / 155	695	4.6	1,065 / 272	1,337	5.3	529 / 105	634	5.9
Completed High School	11,041 / 2,377	13,423	26.4	3,068 / 850	3,923	26.2	5,389 / 1,135	6,524	25.8	2,584 / 392	2,976	27.7
Specialized Technical Training	2,747 / 819	3,570	7.0	777 / 259	1,040	7.0	1,385 / 432	1,817	7.2	585 / 128	713	6.6
Some College	7,739 / 1,970	9,716	19.1	2,192 / 638	2,837	19.0	3,803 / 983	4,786	19.0	1,744 / 349	2,093	19.5
Completed College	9,100 / 2,338	11,443	22.5	2,673 / 781	3,459	23.1	4,536 / 1,158	5,694	22.6	1,891 / 399	2,290	21.3
Graduate or Professional	5,549 / 2,112	7,669	15.1	1,674 / 714	2,396	16.0	2,785 / 1,088	3,873	15.3	1,090 / 310	1,400	13.0
Other	204 / 78	282	0.6	42 / 16	58	0.4	76 / 35	111	0.4	86 / 27	113	1.1
No Response	4,192 / 786	5,045	--	223 / 67	357	--	1,726 / 349	2,075	--	2,243‡ / 370	2,613	--

* Totals include 100 students not identified by gender.
† "No Responses" were excluded from total in computing percentages.
‡ Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

TABLE 23

Distribution of Medical Students by Mother's Education Level, Sex, and Control of Medical School, 1975-76

MOTHER'S EDUCATIONAL LEVEL	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL	44,435	11,448	55,983	100.0	25,730	6,169	31,930	100.0	18,705	5,279	24,023	100.0	7,937	33.0
Eighth Grade or Less	1,732	436	2,169	4.2	1,060	214	1,304	4.4	672	192	865	4.0	439	50.7
Some High School	2,131	532	2,666	5.2	1,248	292	1,541	5.2	883	240	1,125	5.2	416	36.9
Completed High School	11,041	2,377	13,423	26.3	6,598	1,329	7,929	26.9	4,443	1,048	5,496	25.4	2,431	44.2
Specialized Technical Training	2,741	819	3,570	7.0	1,661	462	2,143	7.2	1,086	337	1,427	6.6	716	50.1
Some College	7,739	1,970	9,716	19.0	4,712	1,110	5,823	19.8	3,027	860	3,893	18.0	1,930	49.5
Completed College	9,100	2,338	11,443	22.4	5,262	1,277	6,539	22.2	3,838	1,061	4,904	22.7	1,635	33.3
Graduate or Professional	5,549	2,112	7,669	15.0	2,903	1,016	3,920	13.3	2,646	1,096	3,749	17.3	171	4.5
Other	204	78	282	0.5	121	49	170	0.6	83	29	112	0.5	58	51.7
No Response	4,192	786	5,045	--	2,166	370	2,593	--	2,027	416	2,452	--	141	--

* Total includes 100 students not identified by gender: 61 at public schools and 39 at private schools.

\+ 'No Responses' were excluded from total in computing percentages.

daughters with mothers in this educational category. Eighteen percent of these women students were in public schools and 23 percent were in private institutions.

E. Career Plans Prior to Admission

1. General Career Activity Plans

When they took the MCAT prior to enrolling in medical school, 81 percent of all students intended to enter three of the five major career areas after graduating (Table 24). These areas comprised "General/Primary Care Practice" (33 percent); "Specialty Practice" (28 percent); and "Combination of Specialty Practice and Research/ Teaching" (21 percent). Two percent reported "Other" plans and 13 percent indicated that they were "Undecided."

"General Primary Care Practice" claimed a larger share of the students at public schools (37 percent) than at private schools (27 percent) (Table 25). For the other two major career areas, however, more interest was displayed at private medical schools. Here, 29 percent opted for "Specialty Practice" and 25 percent for the "Combination of Specialty Practice and Research/Teaching" career activity. (The respective public school percentages were 28 and 18). About 13 percent at both types of schools were "Undecided."

2. Specialization Plans

Choices for future specialization were divided over eleven categories plus "Undecided," which resulted in rather small percentages throughout (Table 26). The only categories showing proportions above 10 percent each were "Family Practice" (19.6), "Surgery, Surgical Specialty" (12.9), "Specialize-Area Unknown" (10.6), and "Undecided" (17.2).

The distribution of the first-year choices generally repeated the proportions of the total group but contained some differences from the distribution of the final year. The most

TABLE 24

Distribution of Medical Students by Preadmission Career Plans, Sex, and Medical School Class Level, 1975-76

CAREER CHOICE UPON ENTERING MEDICAL SCHOOL	ALL CLASSES			CLASS LEVEL								
				First Year			Intermediate Years			Final Year		
	Men / Women	Total*	Percent of Total+	Men / Women	Total*	Percent of Total+	Men / Women	Total	Percent of Total+	Men / Women	Total	Percent of Total+
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Total‡	44,435 / 11,448	55,983	100.0	11,613 / 3,505	15,318	100.0	21,639 / 5,679	27,318	100.0	11,183 / 2,164	13,347	100.0
General/Primary Care Practice	13,938 / 3,111	17,057	32.5	4,533 / 1,142	5,683	38.0	6,753 / 1,507	8,260	31.8	2,652 / 462	3,114	27.0
Specialty Practice	11,421 / 3,382	14,817	26.2	2,759 / 1,004	3,797	25.4	5,698 / 1,708	7,406	28.5	2,964 / 650	3,614	31.3
Research and/or Teaching	1,709 / 367	2,079	4.0	413 / 107	523	3.5	887 / 194	1,091	4.2	399 / 66	466	4.0
Combination of Specialty Practice and Research and/or Teaching	8,416 / 2,460	10,886	20.7	1,949 / 744	2,703	18.1	4,265 / 1,070	5,535	21.3	2,202 / 446	2,648	23.0
Other	685 / 222	911	1.7	286 / 74	361	2.4	261 / 102	365	1.4	136 / 49	185	1.6
Undecided	5,349 / 1,358	6,714	12.8	1,440 / 434	1,881	12.6	2,644 / 677	3,321	12.8	1,265 / 247	1,512	13.1
No Response	2,917 / 535	3,519	--	233 / 70	330	--	1,119 / 221	1,340	--	1,565 / 244	1,809	--

* Totals include 100 students not identified by gender.

\+ "No Responses" were excluded from total in computing percentages.

‡ Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

TABLE 25

Distribution of Medical Students by Preadmission Career Plans, Sex, and Control of Medical School, 1975-76

CAREER CHOICE UPON ENTERING MEDICAL SCHOOL	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL	44,435	11,449	55,983	100.0	25,730	6,169	31,960	100.0	18,705	5,279	24,023	100.0	7,937	33.0
General/Primary Care Practice	13,938	3,111	17,067	32.5	9,264	1,871	11,137	36.9	4,674	1,240	5,920	26.5	5,217	88.1
Specialty Practice	11,421	3,392	14,817	28.2	6,522	1,825	8,347	27.7	4,899	1,567	6,470	29.0	1,877	29.0
Research and/or Teaching	1,709	367	2,079	4.0	843	179	1,023	3.4	866	188	1,056	4.7	-33	-3.1
Combination of Specialty Practice and Research and/or Teaching	8,416	2,460	10,886	20.7	4,188	1,199	5,387	17.9	4,228	1,261	5,499	24.7	-112	-2.0
Other	685	225	911	1.7	333	108	441	1.5	352	117	470	2.1	-29	-6.2
Undecided	5,349	1,358	6,714	12.8	3,087	737	3,824	12.7	2,262	621	2,890	13.0	934	32.3
No Response	2,917	535	3,519	--	1,493	250	1,801	--	1,424	285	1,718	--	83	--

* Totals include 100 students not identified by gender: 61 at public schools and 39 at private schools.

\+ "No Responses" were excluded from total in computing percentages.

TABLE Z6

Distribution of Medical Students by Preadmission Specialization Plans, Sex, and Medical School Class Level, 1975-76

PREADMISSION PLANS BY SPECIALIZATION	ALL CLASSES			CLASS LEVEL								
				First Year			Intermediate Years			Final Year		
	Men Women	Total*	Percent of Total+	Men Women	Total*	Percent of Total+	Men Women	Total	Percent of Total+	Men Women	Total	Percent of Total+
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
TOTAL+	44,435 11,442	55,983	100.0	11,613 3,605	15,318	100.0	21,639 5,679	27,318	100.0	11,183 2,164	13,347	100.0
Basic Medical Science	1,271 236	1,607	3.1	302 50	352	2.4	700 127	827	3.2	369 59	428	3.8
Family Practice	8,244 1,987	10,239	19.6	3,137 853	3,998	26.8	4,190 971	5,161	19.9	917 163	1,080	9.5
Internal Medicine	3,245 687	3,938	7.5	841 190	1,037	6.9	1,616 360	1,976	7.6	788 137	925	8.1
Obstetrics/ Gynecology	763 653	1,416	2.7	147 237	384	2.6	378 312	690	2.7	238 104	342	3.0
Pediatrics	2,910 1,544	4,456	8.5	727 429	1,158	7.8	1,439 799	2,238	8.6	744 316	1,060	9.3
Psychiatry	1,578 397	1,975	3.8	289 98	387	2.6	817 199	1,016	3.9	472 100	572	5.0
Public Health, Community Med.	1,497 877	2,375	4.5	394 252	647	4.3	768 474	1,242	4.8	335 151	486	4.3
Surgery, Surgical Specialty	6,132 598	6,734	12.9	1,614 242	1,860	12.5	2,998 281	3,279	12.7	1,520 75	1,595	14.0
Other Known Specialty	1,905 548	2,457	4.7	426 171	601	4.0	916 256	1,172	4.5	563 121	684	6.0
Specializa (Area Unknown)	4,187 1,342	5,532	10.6	1,049 410	1,462	9.8	2,144 676	2,820	10.9	994 256	1,250	11.0
Do Not Plan To Specialize	2,119 406	2,526	4.8	533 106	640	4.3	963 198	1,161	4.5	623 102	725	6.4

TABLE 26 (Continued)

PREADMISSION PLANS BY SPECIALIZATION	ALL CLASSES			CLASS LEVEL								
				First Year			Intermediate Years			Final Year		
	Men / Women	Total*	Percent of Total+	Men / Women	Total*	Percent of Total+	Men / Women	Total	Percent of Total+	Men / Women	Total	Percent of Total+
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Undecided	7,364 / 1,603	8,971	17.2	1,910 / 491	2,405	16.1	3,540 / 795	4,335	16.7	1,914 / 317	2,231	19.6
No Response	3,120 / 570	3,757	--	244 / 76	387	--	1,170 / 231	1,401	--	1,706 / 263	1,969	--

The "Family Practice" listing began with the 1972 MCAT Questionnaires. As a result, this table reflects only choices of three-year program seniors.

* Totals include 100 students not identified by gender.

+ "No Responses" were excluded from total in computing percentages.

‡ Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

substantial change affected "Family Practice," which was selected by 27 percent of the freshmen. A precise comparison with seniors, however, cannot be established because their 10 percent "Family Practice" proportion reflects only the choices of seniors in three-year programs. Seniors in four-year programs were not given the "Family Practice" option in 1971 when they took the MCAT; this category was first listed in 1972. All of the remaining categories, except "Public Health, Community Medicine" demonstrated declining interests among first-year students.

First-year women students followed the upward trend of their class toward "Family Practice" (24 percent of the freshmen women as opposed to 9 percent of the senior women chose this specialty). However, an exact comparison with final-year women is not possible for the reason already mentioned. Otherwise, first-year women did not adhere to the overall pattern of declines noted for all but one category. Two categories, "Obstetrics/Gynecology" and "Surgery, Surgical Specialty" were selected by more first-year women than final-year women.

In comparing specialty plans by control of school, the major difference derived from more "Family Practice" choices by public school (23 percent) than by private school (15 percent) students (Table 27). For all but one of the remaining categories, proportions were slightly higher for students attending private schools. Only those students who "Do Not Plan to Specialize" were somewhat more prevalent at public schools. At both public and private schools, more women than men selected "Obstetrics/Gynecology," "Pediatrics," "Public Health, Community Medicine," and "Specialize - Area Unknown" for their intended future medical careers. The chi-square test showed a significant difference of 631.01 (11df), $p<.01$, between the distributions of specialty choices of students from public versus private medical schools.

TABLE 27

Distribution of Medical Students by Preadmission Specializations Plans
Sex, and Control of Medical School, 1975-76

PREADMISSION PLANS BY SPECIALIZATION	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL	44,435	11,448	55,983	100.0	25,730	6,169	31,960	100.0	18,705	5,279	24,023	100.0	7,937	33.0
Basic Medical Science	1,371	236	1,607	3.1	734	120	854	2.8	637	116	753	3.4	101	13.4
Family Practice	8,244	1,987	10,239	19.6	5,616	1,198	6,816	22.7	2,628	789	3,423	15.4	3,393	99.1
Internal Medicine	3,245	687	3,930	7.6	1,755	339	2,096	7.0	1,490	348	1,843	8.3	252	13.7
Obstetrics/ Gynecology	763	653	1,416	2.7	411	354	765	2.5	352	299	651	2.9	114	17.5
Pediatrics	2,910	1,544	4,456	8.6	1,638	822	2,460	8.2	1,272	722	1,996	9.0	464	23.2
Psychiatry	1,578	397	1,975	3.8	737	184	921	3.1	781	203	984	4.4	7	0.7
Public Health, Community Med.	1,497	877	2,375	4.6	807	453	1,260	4.2	690	424	1,115	5.0	145	13.0
Surgery or Surgical Specialty	6,132	598	6,734	12.9	3,425	315	3,740	12.5	2,707	283	2,994	13.5	746	24.9
Other Known Specialty	1,906	548	2,457	4.7	1,011	298	1,316	4.4	884	253	1,141	5.1	175	15.3
Specialize (Area Unknown)	4,187	1,342	5,532	10.6	2,290	697	2,989	10.0	1,896	645	2,543	11.4	446	17.5
Do Not Plan To Specialize	2,119	406	2,526	4.8	1,441	264	1,705	5.7	678	142	821	3.7	884	107.7
Undecided	7,364	1,603	8,971	17.2	4,174	849	5,023	16.7	3,190	754	3,948	17.8	1,075	27.2
No Response	3,120	570	3,757	--	1,619	269	1,946	--	1,501	301	1,811	--	135	--

Chi square for Public versus Private distributions=631.01 (11df), p<.01.

* Totals include 100 students not identified by gender: 61 at public schools and 39 at private schools.

+ "No Responses" were excluded from total in computing percentages.

3. Character of Medical Practice

Responses to the MCAT questions concerned with nine possible types of medical practice established the "Hospital-Based Group" (22 percent) as the most popular choice of all students (Table 28). In the order of proportions above 10 percent, "Individual" (16.6), "Partnership" (17.1) and "Private Group" (11.3) practices followed. Altogether, these three non-hospital practice environments were selected prior to entering medical school by 45.0 percent of the 1975-76 student body.

By control of school, higher percentages of public school students favored "Individual" (17.3 versus 15.8 percent) and "Partnership" (19.5 versus 13.7 percent) practices (Table 29). Although the "Hospital-Based Group" was the most popular of the nine practice types at both categories of schools, it was clearly preferred by private school (24.2 versus 20.3 percent) students. Moreover the largest groups of women at both public (27 percent) and private (32 percent) schools selected the "Hospital-Based Group" practice as their tentative preference when taking the MCAT.

F. Advanced Standing Admissions*

Admissions to other than first-year classes were not numerous (791) and accounted for less than 2 percent of the entire student population. This group diminishes to less than one percent if one disregards the 363 transfers from 2-year medical schools to M.D. degree granting medical schools and among M.D. degree granting schools. Of the remaining 428 admissions to second and third-year classes, the largest group consisted of 243 (57 percent) COTRANS-sponsored transfers** The only

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* Due to data limitation, no table is shown.

** These students had been sponsored by the Coordinated Transfer Application System (COTRANS) for participation in Part I of the National Board of Medical Examiners' tests and not for placement in a U.S. medical school.

TABLE 28

Distribution of Medical Students by Preadmission Plans for Character of Medical Practice, Sex, and Medical School Class Level, 1975-76

CHARACTER OF MEDICAL PRACTICE	ALL CLASSES			CLASS LEVEL								
				First Year			Intermediate Years			Final Year		
	Men / Women	Total*	Percent of Total+	Men / Women	Total*	Percent of Total+	Men / Women	Total	Percent of Total+	Men / Women	Total	Percent of Total+
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
TOTAL±	44,435 / 11,448	55,983	100.0	11,613 / 3,805	15,318	100.0	21,639 / 5,679	27,318	100.0	11,183 / 2,164	13,347	100.0
Individual	7,609 / 1,001	8,613	16.6	2,169 / 352	2,524	16.9	3,715 / 486	4,201	16.3	1,725 / 163	1,888	17.3
Partnership	7,615 / 1,215	8,833	17.1	2,286 / 434	2,723	18.2	3,725 / 603	4,329	16.7	1,604 / 178	1,782	16.3
Private Group	4,599 / 1,264	5,868	11.3	1,259 / 433	1,697	11.3	2,403 / 651	3,054	11.8	937 / 180	1,117	10.2
Hospital-Based Group	8,158 / 3,180	11,346	21.9	2,133 / 992	3,133	20.9	4,102 / 1,665	5,834	22.6	1,843 / 536	2,379	21.8
Full Time Teaching or Research	2,007 / 388	2,397	4.6	461 / 111	574	3.8	1,033 / 198	1,231	4.8	513 / 79	592	5.4
Public Health	2,086 / 1,319	3,405	6.6	628 / 410	1,038	6.9	966 / 643	1,610	6.3	470 / 265	735	6.7
Industrial	19 / 10	29	0.1	8 / 4	8	0.1	11 / 4	15	0.1	3 / 1	6	0.1
Medical Administration	89 / 16	105	0.2	23 / 3	26	0.2	53 / 9	60	0.2	13 / 4	17	0.2
Other	750 / 307	1,059	2.0	183 / 80	265	1.8	375 / 167	542	2.1	192 / 60	252	2.3
Undecided	7,976 / 2,105	10,091	19.5	2,255 / 721	2,986	19.9	3,921 / 1,028	4,949	19.1	1,400 / 356	2,156	19.7
No Response	3,527 / 643	4,237	--	211 / 66	344	--	1,233 / 237	1,470	--	2,083 / 340	2,423	--

* Totals include 100 students not identified by gender.

+ "No Responses" were excluded from total in computing percentages.

± Includes 20 too few final-year students (16 men and 4 women) and 20 too many intermediate-year students (16 men and 4 women).

TABLE 29

Distribution of Medical Students by Preadmission Plans for Character of Medical Practice, Sex, and Control of Medical School, 1975-76

CHARACTER OF MEDICAL PRACTICE	ALL SCHOOLS				PUBLIC SCHOOLS				PRIVATE SCHOOLS				DIFFERENCE BETWEEN PUBLIC AND PRIVATE	
	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Men	Women	Total*	Percent of Total+	Number (Col. 8 less Col. 12)	Percent (Col. 14 ÷ Col. 12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
TOTAL	44,435	11,448	55,983	100.0	25,730	6,169	31,960	100.0	18,705	5,279	24,023	100.0	7,937	33.0
Individual	7,609	1,001	8,613	16.6	4,578	563	5,141	17.3	3,031	438	3,472	15.6	1,669	48.1
Partnership	7,615	1,215	8,833	17.1	5,071	748	5,821	19.6	2,544	467	3,012	13.7	2,809	93.3
Private Group	4,599	1,264	5,868	11.3	2,801	719	3,520	11.8	1,798	545	2,348	10.7	1,172	49.9
Hospital-Based Group	8,158	3,180	11,346	21.9	4,419	1,611	6,031	20.3	3,739	1,569	5,315	24.2	716	13.5
Full Time Teaching and/or Research	2,007	388	2,397	4.6	1,005	185	1,190	4.0	1,002	203	1,207	5.5	-17	-1.4
Public Health	2,086	1,319	3,405	6.6	1,163	680	1,843	6.2	923	639	1,562	7.1	281	18.0
Industrial	19	10	29	0.1	14	7	21	0.1	5	3	8	0.0	13	162.5
Medical Administration	89	16	105	0.2	41	6	47	0.2	48	10	58	0.3	-11	-19.0
Other	750	307	1,059	2.0	390	176	566	1.9	360	131	493	2.2	73	14.8
Undecided	7,976	2,105	10,091	19.5	4,422	1,174	5,596	18.8	3,554	931	4,485	20.5	1,101	24.5
No Response	3,527	643	4,237	--	1,826	300	2,184	--	1,701	343	2,053	--	131	--

* Totals include 100 students not indentified by gender: 61 at public schools and 39 at private schools.

\+ "No Responses" were excluded from total in computing percentages.

other sizable group comprised 106 (25 percent) students from graduate schools. The remaining 18 percent were composed of 42 other students from foreign medical schools, less than two dozen students from dental schools, 7 students from osteopathic schools, and 9 students from "Other" professional schools.

Omitting the transfers among U.S. medical schools, the majority of advanced standing admissions were reported by private medical schools. Public schools, on the other hand, admitted a slightly larger share of the few transfers from dental schools and other professional schools.

IV. SUMMARY OF FINDINGS

This study endeavored to examine and to describe the entire spectrum of characteristics displayed by the students enrolled in the nation s 114 medical schools in 1975-76. The wealth of information analyzed and discussed produced the following major observations:

1. Enrollments

   a. Enrollments per school ranged from less than 100 (Minnesota-Duluth and Nevada) to more than 1,000 each (Illinois, Indiana, and Wayne State), but the totals of more than half (61 percent) of all schools were between 400 and 800.

   b. By class level, 27 percent were first-year, 49 percent were intermediate-year, and 24 percent were final-year students.

   c. Although the enrollments at public schools were 33 percent higher than those at private schools, the proportion of women students was greater at private schools (22 percent) than at public schools (19 percent).

   d. By state of location of school, 8 states enrolled more than 2,000 each, or 49 percent of the total medical student population; 11 states between 1,000 and 2,000; 10 states between 500 and 800; while the remaining totals were under 500 (6 states had no medical school).

   e. There were nearly 2,000 (15 percent) more freshmen than senior students, and women were responsible for 67 percent of this difference. The increase in class proportions of first-year women (24 percent) over final-year women (16 percent) was accompanied by a decline for freshmen (76 percent) over senior men (84 percent). The number of schools enrolling from 20 to 30 percent women increased from 27 for the senior year to 66 for the first year.

2. Academic Ability Levels

More than 90 percent of all medical students held college degrees (including 6 percent master's and 2 percent doctorates) upon entering medical school. Their MCAT Science mean score was 601, and was accompanied by a mean total GPA of 3.41. Seniors were below this mean score/grade combination, but freshmen were above. Women at public medical schools had higher GPAs than men at both public and private schools. In terms of letter grades, 42 percent of the freshmen versus 25 percent of seniors had "A" averages.

3. Demographic Information

a. Eighty-five percent of all medical students were Caucasians, while 7,755 (15 percent) described themselves as other than Caucasian. Nearly half this group were black students.

b. Seven states contributed 47 percent of the nation's 55,983 medical students enrolled in 1975-76. The largest state totals were recorded for New York, 7,268; California, 4,309; Pennsylvania, 3,804; and Illinois, 3,261. The other 3 states (Texas, Michigan, and Ohio) furnished more than 2,000 each. Eleven states supplied from 1,892 (New Jersey) to 1,060 (Wisconsin); 15 states and Puerto Rico from 500 (Puerto Rico) to 960 (Tennessee); and 17 states plus the District of Columbia from 40 (Alaska) to 414 (Utah).

c. Over 98 percent of the total U.S. medical school population were citizens of the United States. Of the small contingent of 803 non-U.S. students, about one-fourth had Permanent Resident status. By foreign citizenship, 104 countries were represented, but 69 percent of the foreign medical students came from Asia, Central America, and Africa. Private medical schools enrolled 83 percent more non-U.S. students than public schools.

4. Socioeconomic Background

a. Considering Parental Income Levels, for the year prior to taking MCAT, freshmen reported higher median incomes ($19,520) than seniors ($15,010). The difference, however, becomes less impressive when the freshman median is adjusted for inflation and reduced to $17,062. Estimated income medians by sex showed slightly lower levels for women by class level and also by control of school. The differences between median incomes for men and women students diminished from $870 for seniors to $390 for freshmen. Parental income medians by control of school amounted to $18,760 for private school and to $16,320 for public school students.

b. Considering Father's Occupation, 66 percent of all medical students checked professional or managerial categories: "Other Profession" (26 percent), "Owner, Manager, Administrator (Non-Farm) (22 percent), "Physician" (14 percent), and "Other Health Occupations" (4 percent). A higher proportion of physician fathers was reported by private school (16.3 percent) than by public school (11.9 percent) students.

c. The analysis of Educational Levels of fathers and of mothers revealed that 55 percent of all fathers and 38 percent of all mothers had either "Completed College" or "Graduate or Professional" education. More private than public school students had parents with "Graduate or Professional" educations. More daughters than sons at both types of schools tended to have parents with "Graduate or Professional" backgrounds.

5. Preadmission Medical Career Plans

a. Preadmission plans for General Career Activity after graduation showed that 82 percent of all students intended to enter three of five general areas: "General/Primary Care Practice" (33 percent), "Specialty Practice" (28 percent) or "Combination of Specialty Practice and

Research/Teaching" (21 percent). "General /Primary Care Practice" was selected by more public school (37 percent) than private school (27 percent) students.

b. Specialization Plans were divided over 11 categories plus "Undecided" and reflected higher than single digit proportions only for the "Family Practice" (20 percent), "Surgery, Surgical Specialty (12.9 percent), "Specialize - Area Unknown" (10.6 percent), and "Undecided" (17 percent) categories. "Family Practice" was a more popular preadmission career choice among public school students (23 percent) than among those at private schools (15 percent).

c. Of the nine options listed for Character of Medical Practice, the "Hospital-Based Group" was selected by 22 percent of all students. "Partnership" (17.1), "Individual" (16.6), and "Private Group" (11.3) practice were the other choices above 10 percent.

6. Advanced Standing Admissions

Other than first-year admissions accounted for less than 2 percent of the total student enrollment in 1975-76. Of this small group, 46 percent were transfers from U.S. 2-year basic science schools or transfers among U.S. M.D. degree-granting schools. The remainder comprised transfers from foreign medical schools of U.S. citizens that were sponsored by COTRANS (243) or by individual U.S. medical schools (28). Other students admitted to advanced standing were from U.S. graduate schools (106), dental schools (21), osteopathic medical schools (7), and other professional schools (9).

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EXHIBIT A: MATRICULATION FORM

A

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Association of American Medical Colleges
1776 Massachusetts Avenue, N.W., Suite 301
Washington, D.C. 20036

LIAISON COMMITTEE ON MEDICAL EDUCATION
MATRICULATION FORM

Complete and return this form for each new (first year or advanced standing), reentering, or transfer student who officially enrolls and attends medical school during the current academic year.

Entering Academic Year: 19___ 19___ Matriculation Date ___ / ___ Mo. Yr. Expected Graduation Date: Mo. ___ Yr. ___

Medical School: _____ Code _____ Name

Social Security Number: [ ] [ ] [ ] Date of Birth: _____ Male ___ Female ___

Name of Student: _____ Last _____ First _____ Middle _____ Suffix

Legal Residence: _____ County _____ State _____ Citizenship: _____ Country

Permanent Resident Visa ☐ Student Visa ☐ Birthplace: _____ City _____ County _____ State

Student's Self-Description:
- ☐ 1. Black/Afro-American
- ☐ 2. American Indian
- ☐ 3. White/Caucasian
- ☐ 4. Mexican American/Chicano
- ☐ 5. Oriental/Asian-American
- ☐ 6. Puerto Rican (Mainland)
- ☐ 7. Puerto Rican (Commonwealth)
- ☐ 8. Cuban
- ☐ 9. Other: _____
- ☐ 10. No response

Permanent Mailing Address:

_____ Number and Street

_____ City _____ State _____ Zip

HIGHEST UNDERGRADUATE, PROFESSIONAL, GRADUATE DEGREES HELD:

DEGREE	DATE RECEIVED	UNIVERSITY	LOCATION
UNDERGRAD			
GRAD/PROF			

Classification: Check ☐ as indicated

a. Enrolled for: 1st yr ☐ 2nd yr ☐ 3rd yr ☐ 4th yr ☐ Final yr ☐ Full-time ☐ Part-time ☐

b. New Student Version: Advanced Standing ☐ Advanced Standing ☐

If advanced standing, name of school: _____

c. Transfer Student:
U.S. Medical School ☐ Foreign Medical School ☐ COFMANS Sponsored ☐

If transfer, name of school: _____

d. Reentering Student ☐ Last Academic Year Attended: '9___ 19___

Please submit the forms as follows:

White Form - American Medical Association
Pink Form - Association of American Medical Colleges
Yellow Form - File copy for Medical School

Form 1 (MF 3.3)

EXHIBIT B: CHANGE OF STATUS FORM

LIAISON COMMITTEE ON MEDICAL EDUCATION

CHANGE OF STATUS FORM

Complete and return this form after any change of status listed under "Type of Change"

I. IDENTIFICATION

Medical School _____
Code Name

Social Security Number [ ][ ][ ][ ][ ][ ][ ][ ][ ] Date of Birth _____
Mo. Day Year

Name of Student _____
Last First Middle Suffix

II. STATUS OF CHANGE

Date of Change _____ / _____ / _____ Current Academic Year Enrolled 19____ 19____
Mo. Day Year

Type of Change

_____ 21 Transfer to U.S. Medical School
_____ 22 Transfer to Educational Program other than U.S. Medical School
_____ 31 Dismissal
_____ 32 Withdrawal Academic Reasons
_____ 33 Withdrawal Financial Reasons
_____ 34 Withdrawal Health Reasons
_____ 35 Withdrawal Other Reasons
_____ 41 Leave of Absence Special Studies or Research
_____ 42 Leave of Absence Financial Reasons
_____ 43 Leave of Absence Health Reasons
_____ 44 Leave of Absence Other Reasons
_____ 51 Dismissed Academic Reasons
_____ 52 Dismissed Non-Academic Reasons
_____ 61 Change Expected Graduation Date _____ / _____
Mo. Year

III. INFORMATION CHANGE

Information Being Changed | Old Information | New Information

Example:
Last Name | Jones | Smith

Date _____ By _____
Name

Please return this form as follows:
White Form: American Medical Association
Pink Form: Association of American Medical Colleges
Yellow Form: File Copy for Medical School

Title

EXHIBIT C: GRADUATE REPORT

Council on Medical Education
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

LIAISON COMMITTEE ON MEDICAL EDUCATION
MEDICAL SCHOOL GRADUATE REPORT
PLEASE SEE ACCOMPANYING MIMEOGRAPHED SHEET FOR INSTRUCTIONS

Division of Student Affairs
Assn. of American Medical Colleges
1 Dupont Circle, N.W.
Washington, D.C. 20036

Name of Medical School _____

Class of Month _____ *Day* _____ *197*__

No. of M.D. Graduates _____

Kindly give also the names of any others who graduated since last June 22, and the dates of their degrees

NAME IN FULL (Mark women students "F")	GRADUATE MEDICAL TRAINING Give name of hospital, location (city & state), and dates of appointment

Please print the form in the following manner:
white form - [illegible]
pink form - [illegible]
yellow form - for copy for medical school

Signed _____
Dean